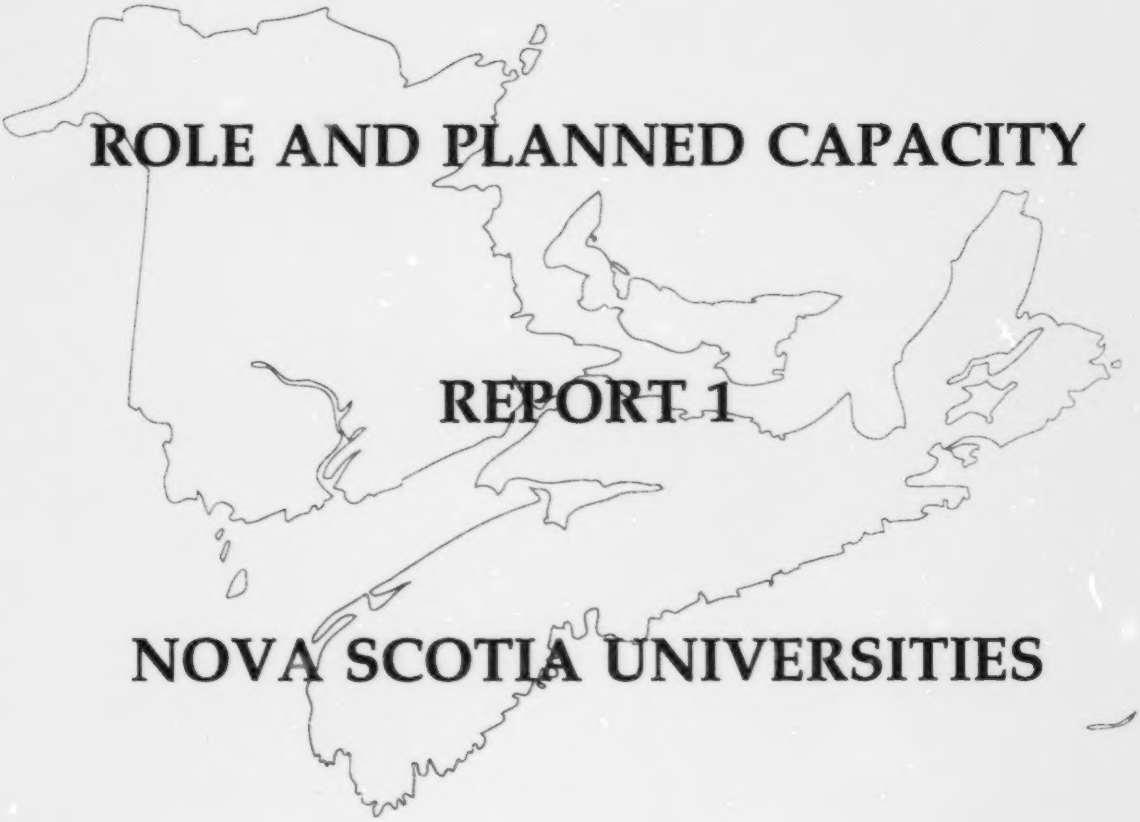
Maritime Provinces Higher Education Commission



ROLE AND PLANNED CAPACITY

REPORT 1

NOVA SCOTIA UNIVERSITIES

in conjunction with
Nova Scotia Council on Higher Education

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MARITIME PROVINCES HIGHER EDUCATION COMMISSION

P.O. Box 6000
Fredericton, NB
E3B 5H1

ROLE AND PLANNED CAPACITY

REPORT 1

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NOVA SCOTIA COUNCIL ON HIGHER EDUCATION

P.O. Box 2086, Station M
Halifax, NS
B3J 3B7

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Preface

A review of the funding formula for Universities used by the Maritime Provinces Higher Education Commission was undertaken in 1988 by Mr. Alan Adlington. Among the recommendations of this study was a recommendation that a new funding arrangement be introduced consisting of a base operating grant, with envelope funding for specific items; a second was the development of specific roles and planned capacities for each university in the system.

A proposal for the development of Role and Planned Capacity Statements was developed by the Commission at the beginning of 1989 and submitted to the Council of Maritime Premiers. At the request of the Nova Scotia Government the process was accelerated for the Universities in Nova Scotia, who produced their original statements at the end of 1989.

A first draft of a report with the recommendations essentially as included in this report, was passed back to the Universities in the Spring of 1990, with a request for review, and consideration of the recommendations for action by the universities themselves. The report has been revised in the light of comments received on the two drafts that have been circulated, and this version is presented as a milestone in an ongoing process. The Council of Nova Scotia University Presidents is working on the implementation of the recommendations with the assistance of a facilitator, with an objective of implementation for the Fall of 1991.

The report was prepared jointly by the Maritime Provinces Higher Education Commission, and the Nova Scotia Council on Higher Education. The action on most of the recommendations is being taken by the Nova Scotia Council, where they relate to that Province only.

A similar report for New Brunswick and Prince Edward Island universities will be prepared: universities in these Provinces are currently involved in developing role statements and the data collection phase. In addition to the report on New Brunswick and Prince Edward Island, the Commission intends to prepare a final report covering the whole region.

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1. INTRODUCTION

This review has been carried out in response to a request from the Council of Maritime Premiers and the Government of Nova Scotia to review the funding formula for Nova Scotia universities. A report prepared for the Finance Committee of the Maritime Provinces Higher Education Commission by Mr. Alan Adlington suggested that a method of funding be adopted that enabled the Government to identify the activities for which it was providing funds, and the universities to recognise those activities for which they were receiving funds. The proposed funding mechanism would provide a fixed funding base for each institution in real terms, dependent on a predefined enrolment corridor, together with a series of funding envelopes to be used for specific purposes. The Government and many of the universities in Nova Scotia generally indicated their approval of the directions advocated by Mr. Adlington. As a first step in moving to this approach to funding, each university was asked to prepare a Role and Planned Capacity statement to set out what it intended to do over the next five years.

This report reviews those statements, attempts to consolidate them, and projects what may be expected to happen in terms of enrolment and funding availability. It also attempts to reconcile what the universities would like to do with what the Government of Nova Scotia can afford to pay, and in so doing, provide a framework that will allow the universities and Government to plan rationally and realistically to meet the future needs of the Province.

The Government of Nova Scotia in approving grants for 1990-91 reiterated its acceptance of the funding concept outlined in the Adlington Report. The full implementation of such an approach to funding universities will require considerable attention and consultation in the coming months. It is intended that this report will also serve as a foundation and guide for this activity.

2. UNIVERSITY EDUCATION IN NOVA SCOTIA

Nova Scotia's university system is composed of the following institutions:

Acadia University
Atlantic School of Theology
Dalhousie University
Mount Saint Vincent University
Nova Scotia Agricultural College
Nova Scotia College of Art and Design
Nova Scotia Teachers College
St. Francis Xavier University
Saint Mary's University
Technical University of Nova Scotia
Université Sainte-Anne
University College of Cape Breton
University of Kings College

Nova Scotia's universities have undergone great change over the past 30 years. During this period, government has assumed a major responsibility for the funding of the universities in order to allow them to accommodate the tremendous enrolment and program pressures resulting from expansion and change in the economy, scientific and technological advancements, rising expectations among the public and demographic factors. Not only did the nature of the universities change quite markedly during this period, but some additional degree granting institutions were established as well.

The long history of university education in Nova Scotia has resulted in a relatively large number of diverse universities spread geographically throughout the Province. The institutions range in size from 100 to 9,500 full-time equivalent students. The primary focus of most of the institutions, in terms of programs of instruction, is at the undergraduate level with graduate programming concentrated at two institutions (Dalhousie University and Technical University of Nova Scotia). The universities exist by virtue of acts of the Legislature and operate under private boards with the exception of Nova Scotia Agricultural College and Nova Scotia Teachers College which are administered by departments of government. Accountability to government for universities is provided through the Nova Scotia Council on Higher Education and the Maritime Provinces Higher Education Commission.

The general objectives underlying public support of Nova Scotia's universities have been defined by the Government of Nova Scotia as:[1]

> To make university education and training available to Nova Scotia residents who have the capability and interest to engage successfully in university studies;

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[1] Submission for inclusion in a Statistical Portrait of University Level Education in Canada, Council of Ministers of Education Canada, Statistics Canada, In Press.

To provide access for residents of the other Maritime provinces (and in a limited number of cases, residents of Newfoundland), to a range of professional and post graduate programs for which Nova Scotia, by agreement, has accepted a regional responsibility;

To meet the growing demand for highly skilled persons in the economy;

To support centres for basic and applied research and for the training of researchers;

To preserve knowledge through universities acting as trustees and repositories of our cultural heritage;

To make possible the provision through universities of a range of community, cultural, consultative and recreational services.

Most of Nova Scotia's universities operate on a two-semester academic year. However, one institution - Nova Scotia College of Art and Design - operates a trimester system and an increasing number of cooperative work-study programs are being introduced at other institutions resulting in some programs having study periods which are staggered throughout the year. Programs are available to students on a full and part-time basis during the academic year with inter-sessions and summer sessions also being available to part-time students at most of the campuses. Part-time studies are also available at some remote locations on a limited basis through traditional offerings and teleconferencing and television broadcasting.

Undergraduate programs are generally of four years duration for full-time students. However, some universities continue to offer a three year Arts program and some professional programs, such as engineering, require five years of study under normal circumstances.

Admission to university programs ordinarily requires successful completion of grade 12 of the public school system with a 60% average and no mark below 50% in specific university preparatory courses. In Nova Scotia, grade 12 is considered to be the equivalent to senior matriculation, and some universities admit to some programs students having completed grade 11 with a minimum average of 65% and no mark below 50% in specified preparatory courses. The competition for places in some programs results in the qualification to ensure admission being above the minimum. The universities will consider for admission mature students who lack the normal requirements but demonstrate the ability to pursue university programs. Programs have also been put in place at some universities to promote participation by minority groups and those with disabilities through arrangements to prepare such students for admission or to meet their special needs.

Advanced standing is provided to graduates of Applied Arts and Technology programs in some university programs. This arrangement has been generally on an individual application basis as few formal university transfer programs have existed. As the Province implements a new community college system, more formalized transfer arrangements between universities and community colleges are being developed.

The long history of many of Nova Scotia's universities has contributed to the traditional net inflow of students to the Province, not only from the rest of the region, but also from other provinces as well. Nova Scotia participates with the other two Maritime Provinces in the planning and financing of numerous regional programs and as a result, receives funding for a significant number of students from these provinces. However, even after making an allowance for this fact, Nova Scotia has the highest net inflow of students of any province in the country.

2.1 University Descriptions

2.1.1 Acadia University

Acadia was established in 1838 by the Nova Scotia Baptist Education Society. Today the University is primarily an undergraduate institution offering a wide range of programs including degrees in various Arts and Science disciplines, Business Administration, Computer Science, Education, Food Science, Music and Physical Education and Recreation. Graduate programs at the masters level are offered on a limited basis in some Arts and Science disciplines, Computer Science, Education and Recreation and Theology and Divinity in affiliation with Acadia Divinity College[1] which is located on the University's campus. The size of the student body has remained relatively stable for the last six years and totalled 3,811 full-time equivalent (FTE) students in 1988-89 of which 3,443 were full-time undergraduate students.

Acadia describes its strengths in terms of its size and the total life experience offered to students. There is an emphasis on strong Honours programs involving research and theses. A high proportion of students live in residence at Acadia. The university has a vigorous and supportive Alumni Association dating from 1860, and is very closely linked with its immediate community. This link between Acadia and its community, particularly the Town of Wolfville, is a distinct feature of the university.

2.1.2 Atlantic School of Theology

Atlantic School of Theology (AST) was established in 1971 through agreement by parties representing the Anglican, Roman Catholic and United Church religious denominations. AST, which is located in Halifax, describes itself as an ecumenical school of theology and Christian ministry. It is a community of faith whose principal work is the preparation of persons for the ministry, both ordained and lay. The School is in place to serve its founding denominations, as well as the wider community. AST is fully accredited by the Association of Theological Schools in the United States and Canada for offering the Master of Divinity, Master of Theological Studies degrees and the advanced degree of Master of Theology.

In 1988-89 AST had a full-time equivalent enrolment of 88 with 66 students studying on a full-time basis.

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[1] Acadia Divinity College recently received approval to offer a doctor of ministry programme.

2.1.3 Dalhousie University

Dalhousie University, founded in 1820, is a nationally known university with a growing international involvement. Dalhousie is the largest university in the Maritime Provinces and had 8,278 students studying full-time and a FTE enrolment of 9,173 in the 1988-89 academic year. The University also offers the widest range of programs in the region. Degree programs extend to the doctoral level in many disciplines in the Arts and Sciences, Law, and Education; to the masters level in Business and Public Administration, Physical Education, Library Science, and Social Work; and to the graduate level in a variety of health professions including Medicine and Dentistry with various clinical specialties. Dalhousie's level of research activity is consistent with its size and breadth of programming. In 1988-89 the University expended approximately $22 million on government sponsored research activities.

Dalhousie plays a distinctive role in the Province and the region primarily as a result of its development in graduate education, in professional education - particularly the health professions, and in research.

Dalhousie is also very involved in international development initiatives through education programs, research and projects. Several years ago Dalhousie established the Lester Pearson Institute for International Development in order to stabilize and build upon its development projects.

2.1.4 Mount Saint Vincent University

Mount Saint Vincent University evolved from a girls' school established by the Sisters of Charity in 1873 and received authority to grant degrees in 1925. Today, it is primarily an undergraduate university that focuses on the educational needs of women. The University offers bachelors degrees in a variety of disciplines in the Arts and Sciences, Business, Education, Home Economics, Public Relations, Secretarial Science, and Tourism and Hospitality. The Mount also offers selected programs at the masters level particularly in Education.

By national standards, it is a small university, and as such competes for research support and recognition, while emphasizing teaching and a personal approach to education. In 1988-89 the University had 2062 full-time students (87% female) and a further full-time equivalent of 694 in part-time students. This latter figure places Mount Saint Vincent among the leading institutions in the region in serving part-time students and is evidence of its efforts to meet the needs of female students who are unable to attend university on a full-time basis.

Mount Saint Vincent University participates with other Metro-Halifax universities in cooperative project and programming initiatives.

2.1.5 Nova Scotia Agricultural College

The Nova Scotia Agricultural College (NSAC) officially opened at Truro in 1905. Through its formation, NSAC absorbed the old School of Agriculture at Truro and the School of Horticulture at Wolfville. NSAC has long served a regional role in agriculture education and training.

NSAC offers degree programs with eight majors in agriculture specialties, technical and vocational programs and a variety of short courses. Funding for degree programs is provided through the Nova Scotia Council on Higher Education while the Department of Agriculture and Marketing funds the other programs. Nova Scotia receives transfer payments from the other Maritime Provinces for their students in any of the programs.

Until recently students pursuing B.Sc. degrees in Agriculture transferred after two or three years at NSAC to another institution, normally the Ontario Agricultural College or MacDonald College of McGill University for completion of degrees. In 1982 NSAC received degree granting status and subsequently signed an agreement with Dalhousie University which provided for the awarding of Bachelor of Science in Agriculture degrees in the names of both institutions and provided for the establishment of joint graduate programs. In 1988-89 the College enroled 287 students on a full-time basis in degree programs and 182 in vocational and technical programs.

Because of the close association of the institution with the agricultural industry, its faculty serves as a source of technical expertise which flows from the College to agricultural extension workers and on to the industry. Much of the research effort is directed to applied areas and provides a very important community service.

2.1.6 Nova Scotia College of Art and Design

The Nova Scotia College of Art and Design (NSCAD) whose roots go back to the establishment of the Victoria College of Art and Design in 1887 received its current name and degree granting authority in 1969. Today the College has an international reputation.

The College offers undergraduate and masters level programs in the Visual Arts and design preparing students for entry into professional life as artists, craftspeople, communication designers, environmental planners and art educators. Its central urban location energizes the life of the College and the College continues to take pride in its role in the preservation of an historically prominent area unique in the Maritimes and in the dynamic development of the City of Halifax.

The College enroled 464 students on a full-time basis in 1988-89. Its full-time equivalent enrolment which reflects the trimester operation of the College was 558 for that year. The trimester feature of the College is unique to the region. The College has also developed student exchanges throughout the world with schools and institutions which share a similar educational mandate.

2.1.7 Nova Scotia Teachers College

The Nova Scotia Teachers College (NSTC) was founded in 1854 by an Act of the Nova Scotia Legislature and is located in Truro. Its purpose is to train and qualify teachers "for the better and more efficient discharge of the duties of their important office."

The College offers full-time three and four-year teacher Education programs with specializations in Early Elementary, Intermediate Elementary, Junior High, Industrial Arts/Technology Education, and Physical Education; and Continuing Education: Nova Scotia Summer School and individual courses. In affiliation with Mount Saint Vincent University, the College will, in 1993, offer a Bachelor of Education Degree.

The College's full-time equivalent enrolment which came almost exclusively from Nova Scotia totalled 497 in 1988-89 with 348 of these studying full-time.

Through encouraging community and special interest groups to use its facilities either free or for a modest rental, the College works closely with the local community and with communities throughout the province.

2.1.8 St. Francis Xavier University

St. Francis Xavier University was established as a college in 1853. St. FX is unique because it is the last free standing Catholic university in English-speaking Canada.

St. Francis Xavier is primarily an undergraduate university, but has a strong commitment to research. The University offers bachelors degrees in a wide range of subjects in the Arts and Sciences, Business Administration, Education, Home Economics, Music, Nursing and Physical Education. Masters level programs are offered in Education and on a limited basis in the Arts and Sciences.

Full-time equivalent enrolment totalled 2,857 in 1988-89 with 2,699 studying on a full-time basis. Although eastern Nova Scotia is the primary enrolment base, the University has a wide-ranging source of enrolments with over one-third of its students coming from outside the Province. The Coady Institute has contributed to an international reputation for the university.

The University has a close relationship with the Town and County of Antigonish. The University provides opportunities for a diverse range of cultural activities to the local area. Also, the Extension Department offers programs of social outreach to aid the disadvantaged, whether they be students, workers, the elderly or those suffering particular constraints of geography, mobility or indifference.

The University's alumni has long been a source of moral and financial support.

2.1.9 Saint Mary's University

Saint Mary's was founded in Halifax in 1802. The University received its first charter in 1841 and was operated by the Christian Brothers of Ireland and the Society of Jesus until 1970. At that time ownership was transferred from the Archdiocese of Halifax to an independent board.

Programming at Saint Mary's University is mainly at the undergraduate level with bachelors degrees being awarded in a range of disciplines in the Arts and Sciences, Business Administration and Education. Masters level programs are available in some subjects in the Arts and Sciences, Business Administration, and Education.

Full-time equivalent enrolment at Saint Mary's University in 1988-89 totalled 5,060. The FTE of part-time students of 988 included in this figure represents the largest enrolment of part-time students of any university in the Province. This combined with the fact that the University's student population is largely derived from metropolitan Halifax-Dartmouth gives an indication of its community outreach initiatives. Another characteristic of Saint Mary's enrolments is the high proportion of students - nearly 40% - enroled in Business programs.

Saint Mary's University has also demonstrated its commitment to meeting the needs of disabled students. The Atlantic Centre of Support for Disabled Students located at the University provides an advisory service for all universities in the Maritime region.

2.1.10 Technical University of Nova Scotia

The Technical University of Nova Scotia (TUNS), founded in 1907, is the only independent technical university in Canada. It is significantly different from more general universities in that its role and mandate are sharply focused on industrial research and technological development, as well as the education of engineers, architects, planners, food scientists, and computer scientists through to the graduate level.

The Technical University of Nova Scotia is supported by many of the universities in the Maritimes (the Associated Universities) each of which offers the initial years of the Engineering and Computer Science programs. The Faculty of Architecture does not depend upon the Associated University system and has accommodated itself to receiving students from a variety of technical and non-technical sources, the general requirement being two years of university education. In an effort to make the teaching programs more effective, TUNS has initiated cooperative education programs.

Enrolment at TUNS in 1988-89 consisted of 990 full-time students and a full-time equivalent of 117 for students studying part-time.

2.1.11 Université Sainte-Anne

Université Sainte-Anne, although a relatively small institution, is the only Francophone university in Nova Scotia. The university has served Acadians of the region for a century, being founded in 1890, and has become an important agent for development in the Acadian community. In recent years the institution has met an increasing need among Anglophones with its French immersion programs.

Sainte-Anne offers first-level university degrees in Arts and Education and the initial two years for transfer in Science and Administration. In response to some needs in the surrounding area, the university has been involved since 1980 in the areas of technical and vocational education, including opening a PEM section (Professional and Trade Program).

Université Sainte-Anne enroled 296 full-time students and a further 89 FTE of part-time students in 1988-89.

Université Sainte-Anne has a very important role to play in the community of Church Point, as well as in the region of the south-west (especially Clare) through community development, aid to economic development, educational services and cultural, linguistic and artistic vitality.

2.1.12 University College of Cape Breton

University College of Cape Breton (UCCB) was established in 1974 by amalgamating St. Francis Xavier University's Sydney campus with the Nova Scotia Eastern Institute of Technology. UCCB is unique in being Canada's only post secondary institution that provides a range of university programs (Arts, Science, Business Administration and Community Studies) and a complete spectrum of college programs from high-level trades training to three-year technology diplomas. UCCB is a combination of a liberal Arts college and a technical institute. UCCB has placed an emphasis on serving the Cape Breton community.

Being a relatively young institution, UCCB is still in a developmental stage. Enrolments have grown rapidly as its range of programs expanded. FTE enrolments at UCCB totalled 2,217 in the 1988-89 academic year. This included 1,280 full-time students in degree programs and 639 full-time students in Applied Arts and Technology programs. The 299 FTE of part-time students were enroled primarily in university degree credit courses. Approximately 95% of UCCB's enrolment came from Cape Breton Island.

2.1.13 University of King's College

The University of King's College is Canada's oldest university having been founded in Windsor in 1789. Although now located on the campus of Dalhousie University, King's continues to emphasize a strong sense of identity. King's is a small college providing undergraduate degree programs in the Humanities, Social Sciences and Journalism. Its academic programs are few in number, but are unique in the region, eg., The Foundation Year Program, Journalism.

King's depends on the co-operation of Dalhousie University and its faculty in order to offer programs without duplication and within limited resources. This academic association with Dalhousie has been viewed by King's as being invaluable to King's in building on its own strengths such as its size and a favourable residence capacity as well as a non-departmentalized faculty.

In the 1988-89 academic year the FTE enrolment at University of King's College was 618 with 610 students registered full-time.

2.2 Preliminary Observations About Nova Scotia's Universities

Nova Scotia's degree-granting institutions can be grouped together in a number of ways, depending on the criteria used.

a) The universities can be differentiated on the basis of program:

   i) predominantly undergraduate universities offering a broad range of programs at the undergraduate level, and a limited number of masters programs, no doctoral programs and a few professional schools, primarily for the training of teachers and nurses.

Acadia[1], Mount Saint Vincent, St. Francis Xavier, Saint Mary's, University College of Cape Breton, University of King's College, and Université Sainte-Anne can all be included in this category.

ii) Single faculty, specialized institutions. The Atlantic School of Theology, the Nova Scotia Agricultural College, the Nova Scotia College of Art and Design, the Nova Scotia Teachers College and the Technical University of Nova Scotia are all highly specialized institutions offering a limited range of programs.

iii) Finally, Dalhousie University is in a category by itself. It offers a wide range of programs, not only at the undergraduate level, but also at the graduate level. These include doctoral programs and major professional schools. It is also the major research institution in the Province. Finally, it is most clearly recognizable as a regional institution, particularly insofar as it serves as the medical and health professional training school for the three Maritime Provinces, and to a more limited degree, for Newfoundland.

b) The universities can be classified according to size.

Dalhousie is the largest of the institutions with more than 9,000 full-time and part-time students, most of them (more than 8,500) full-time.

Acadia, Mount Saint Vincent, St. Francis Xavier, Saint Mary's and the University College of Cape Breton can usefully be considered together, although it is important and significant to note that Saint Mary's has moved to the upper limit of this group, having a total of 5,060 full-time equivalent students - nearly twice that of Mount Saint Vincent and St. Francis Xavier. The University College of Cape Breton, on the other hand, can be thought of as part of this group in terms of its exceptionally large number of part-time students - between 900 and 1,000 - second only to Saint Mary's in this regard, in the Province.

The Atlantic School of Theology must be thought of separately since its total full-time and part-time enrolment was only 88 students in 1988-89 - down from 131 students in 1983-84.

The Technical University of Nova Scotia must also be thought of pretty much by itself in this connection, not only because it has nearly twice the enrolment of the next largest institution, but also because all its students are, in effect, in their junior year or beyond, and because of the disproportionate number of graduate students.

The remaining institutions can be thought of roughly together with enrolments ranging from 350 to 558 full-time equivalents.

c) A differentiation can be made with respect to involvement in research. Clearly, Dalhousie has by far the largest research involvement, while TUNS has the largest involvement in the fields of engineering and applied science. Saint Mary's, St. Francis Xavier, Acadia, and the Nova Scotia Agricultural College, also have significant levels of research activity.

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[1] Acadia Divinity College recently received approval for a doctor of ministry programme.

d) The universities can also be differentiated geographically. Most significant is the fact that seven of the degree-granting institutions are within the municipal borders of the City of Halifax. Not surprisingly, suggestions for greater inter-university cooperation and sharing of facilities, equipment and faculty are most common with reference to these institutions, and evidence of such cooperation and sharing is more readily identified. Notably, several of the institutions within Halifax are involved in Interuniversity Services, a common purchasing agency, and in NOVANET, a computer-based move toward sharing of library collections and services. Nova Scotia College of Art and Design students take their liberal Arts and Sciences credits at other institutions within Halifax.

Although the universities in Nova Scotia can be placed in various categories it must also be emphasized that each is unique and has a distinctive mission and style. The differences among institutions is evident from the capsulized descriptions provided earlier and the role statements prepared by the universities and summarized in the next chapter. An important principle for the review of the statements of role and planned capacity statements and the development of a new arrangement for funding universities in Nova Scotia is the need to build on the existing differences and strengths in the current system.

3. INSTITUTIONAL STATEMENTS OF ROLE

This section presents an examination of institutional role as interpreted from information provided by the universities in their statements of Role and Planned Capacity. Institutional role is defined in terms of educational emphasis, both current and future, research activities, and community service. Here we are principally concerned with providing an assessment of the way institutions perceive their respective mandates and to comment on the commonalities and differences between them considered in the context of planning for the development of a systematic approach to the delivery of university education in Nova Scotia.

The statements of institutional role make quite clear that Nova Scotia universities see their missions as being broadly concerned with the following priorities:

- Providing undergraduate education with selected emphasis on graduate instruction; the notable exceptions being Dalhousie University and the Technical University of Nova Scotia which have significant commitments to graduate and professional education.

- Serving geographical and socio-cultural interests; Acadia, for example, defines its mandate in terms of serving southwestern Nova Scotia; the University College of Cape Breton, the Cape Breton Island area; Université Sainte-Anne, the Francophone population; Saint Mary's University, the urban Metropolitan Halifax population.

- Contributing to research and the development of new knowledge by promoting scholarship and intellectual activity.

- Providing for the personal development of students and faculty.

- Co-operation with other institutions in the province to achieve more integrated structures for instruction.

- Contribute to international development through pedagogy, training and shared resources.

Each institution has provided a more specific interpretation of its own goals and objectives which have been included as a part of this section but these points are common to all of the presentations and together can be thought of as comprising their mandate for the delivery of university education in this Province.

These statements also provide information on the planned future role of each institution. Again, these are useful as indicators of the direction the universities expect to take during the next five years. While institutions do not expect to depart significantly from the missions they have identified, the information provided indicates that a majority would expect to be able to continue to expand their course and program offerings and do not plan for any reduction in the scope of these activities.

Information is also included on research, which some institutions see as a cardinal feature of their role. And, while only three institutions can be thought of as research universities according to the actual dollars which research grants contribute to total revenues, it is fair to say that all institutions identify a commitment to scholarly activities that involve the generation of new knowledge.

Finally, data have been provided on community relations. Very often the bonds between the institution and its host community are identified as a strength of the university which contributes to the uniqueness of its academic life.

This section presents a general picture of philosophy and purpose, summarized from the submissions from the universities.

3.1 Acadia University

3.1.1 Role

Acadia describes its role and objectives as follows: to be a primarily undergraduate university, largely residential, committed to liberal education in a balanced blend of Arts, Science and professional studies; to offer graduate programs in selected areas; to provide for the personal development of the student in an academic, athletic, cultural, social and spiritual context, recognizing the special needs that may exist among such groups as mature students, international students and part-time students; to continue to serve the province, in particular southwestern Nova Scotia, other regions of Canada and the international community, while monitoring geographical enrolment patterns and modifying recruitment practices as appropriate; to promote community service and co-operation, including appropriate activities in continuing education and cultural, professional and recreational fields; and to expand and improve co-operative activities, in particular with other educational and research centres.

The university has said it will continue to place strong emphasis on honours programs and the maintenance of a core curriculum within each degree program. It will encourage the development of Interdisciplinary Studies courses and programs and the cross-listing of courses; and encourage academic units to develop diploma and certificate programs where feasible.

Acadia recognizes the importance of graduate training through research and will encourage the development of graduate programs only in those areas in which it is able to offer an adequate research environment. The University believes that it has the resources to contribute significantly to cooperative post-graduate degree programs in selected areas. It will therefore support the cooperative approach and will not develop independent programs at the Ph.D. level. The University supports the concept of cooperative Ph.D. programs with other universities in selected academic areas.

The University will continue to maintain and develop programs, courses, and non-credit activities through continuing education and will maintain a distribution of enrolments at approximately these levels:

Faculty of Arts	34%
Faculty of Management and Education	30%
Faculty of Pure and Applied Science	36%

The international student component will be targeted at approximately 10% of the total university enrolment and an effort will be made to ensure as wide a representation of countries as possible. Acadia University will strive to maintain nearly equal numbers of male and female students.

3.1.2 Research

The primary focus of Acadia in the future will be the offering of undergraduate courses, with a heavy emphasis on honours programs which include research and the preparation of theses.

Acadia University is committed to evaluating and pursuing the adoption of efficient information technology for the benefit of all teaching, research and administrative initiatives.

In the 1989 list from NSERC it can be seen that, in terms of PGS1 awards (made to students in eligible disciplines who are about to begin a Master's program), Acadia students received the third highest number in the Atlantic region (behind UNB and TUNS) and received the highest number made to a small university.

Acadia has several unique or distinct resources to offer. Among these are the Centre for Estuarine Research, known internationally for its work on tidal sedimentation and fish stocks. The program in Food Science, while still at an early stage of development, is a unique resource and one ideally suited to the scientific aspect of Acadia's tradition, its proximity to the Kentville Research Centre, and the Annapolis Valley's major industry.

3.1.3 Community Service

The link between Acadia and its community, particularly the Town of Wolfville, is seen to be a distinct feature and strength of the university.

The fact that the University enrolment is slightly greater than the population of the town brings benefits to the town. These benefits are not only economic, but include access to academic programs and facilities, attendance at athletic, cultural and religious functions, and the presence on campus of human resources and expertise.

The chief vehicle through which good community relations are maintained is the University-Town Liaison Committee which meets three or four times a year to discuss matters of common interest or special problems which have arisen. The university is represented by the President and three Vice-Presidents; the Town by the Mayor, the Administrator, and two councillors.

Acadia recognizes a leadership role in stimulating and facilitating a dynamic interaction with the community it serves, beginning with the Annapolis Valley and south western Nova Scotia.

3.1.4 Future Role

Acadia sees its primary focus in the future to be the offering of undergraduate courses and will proceed with caution in adding new programs. Acadia will maintain its highly residential nature and student body composed of national and international students. Acadia will also maintain and promote faculty development, through an emphasis on research, pedagogy and professional involvement. It will continue its vigorous efforts to maintain strong links with its alumni association and, as demanded by the geographical location of the community in which it is set, Acadia will seek to maintain the healthy relationships with the Town of Wolfville and the Annapolis Valley.

3.2 Atlantic School of Theology

3.2.1 Role

As the only theological school in Atlantic Canada serving the three largest denominations of the Christian Church in the region, the Atlantic School of Theology provides a resource for training persons from all four provinces. Since 1979, it has had in place a Continuing Education Department which reaches out to the entire Atlantic area in a variety of forms of programming to sustain and strengthen both professional and lay forms of ministry.

The School employs an ecumenical approach to the discipline of Theology. Although many federations of theological schools work co-operatively in a variety of locations, the School has gone one significant step further by blending the training programs for ministry of its three founding denominations - the United Church, the Roman Catholic Church, and the Anglican Church - into one.

The School is mandated by its charter to provide programming for lay persons, as well as persons seeking to enter ordered ministry. This portion of its mandate is taken very seriously and lay persons make up an ever increasing proportion of enrolment.

This program employs lecture series, on-site short term programs, workshops and distance education; working in conjunction with persons throughout the region.

3.2.2 Research

The Atlantic School of Theology's staff is involved in ministry-oriented research projects and is not primarily a research-oriented institution.

AST has collaborated with the Vancouver School of Theology on two occasions - one of which is currently in progress. The focus is to examine the impact of the candidacy process on persons intending to enter ministry. The Continuing Education Department has also been involved with a North American wide project on faith development in the adult life cycle.

On an individual basis, in recent years, faculty members have:

a) completed a bibliography of all United Church of Canada documents printed since 1925;
b) completed a bibliography on resources for women in ministry;
c) published on the Barth-Harnack correspondence;
d) published on the Dead Sea Scrolls;
e) conducted research in bio-medical ethics;
f) conducted research on the roots of Presbyterians in Atlantic Canada;

g) published numerous articles in the area of worship and liturgy; and
h) conducted research on adult education in the congregation.

3.2.3 Community Service

The Atlantic School of Theology is in place to serve its founding denominations, as well as the wider community.

The formal commitments to these convictions manifest themselves in a variety of ways including continuing education activities and the Institute of Pastoral Training. AST has, through the Institute, become actively involved with Correctional Services Canada, provincial correctional services and departments of health.

In addition to the above, staff members are heavily involved with a plethora of agencies and institutions which render a wide variety of services to the community and are seen as a ready resource to programs and groups involved with contemporary social issues.

3.2.4 Future Role

Atlantic School of Theology is about to begin first steps in the implementation of a re-development plan which will span at least a decade.

Insofar as programming is concerned, the School sees broadening of its focus for laypersons, expansion of its enrolment in its Master of Divinity/Bachelor of Theology Program and increased attention to the role of continuing education as primary foci.

The continuing education program has been growing constantly since its inception. The continuing education office has recently conducted a survey of the Atlantic region to assist planning for the future. Its purpose and aim is to provide support to existing personnel in ministry, as well as leadership in the area of training persons for newly developing forms of ministry. Currently, this department is actively pursuing its involvement in distance education so as to enable reaching out to areas more distant from the AST campus in Halifax. Also, it is planning to distribute its various program offerings more widely throughout the Atlantic region.

3.3 Dalhousie University

3.3.1 Role

Dalhousie describes itself as a national institution with growing international involvements. Its mission is to serve Nova Scotia, the Maritimes and Canada through teaching, research, scholarship, and other forms of service. The role envisioned for Dalhousie involves the development of its particular strengths and capabilities, as a complement to other Nova Scotian universities.

The range of the University's programs and in particular the obligations it has assumed for professional and graduate education, give it a unique role in higher education in Nova Scotia and in the Maritime region.

Over half of the University's undergraduate students study in the College of Arts and Science. In Nova Scotia, approximately 30 per cent of the students studying for undergraduate or first professional degrees are at Dalhousie. The University plans to maintain an essentially constant undergraduate enrolment. Dalhousie is the only university in Nova Scotia that provides doctoral education in fields other than Engineering and Computing Science. Three-quarters of all graduate students in Nova Scotia attend Dalhousie.

Dalhousie also sees itself as the principal centre in Atlantic Canada for professional education, which it provides at both the undergraduate and graduate levels. It has a concentration of professional programs in health studies which has been designated an area of emphasis for the university. In the field of Law, the University has long played a prominent national role. In Education, Dalhousie has a particular mission in the preparation of secondary school teachers. It is anticipated that the university's graduate enrolment will grow from the current 1,800 full and part-time students to over 2,000 in response to demand for admission by qualified students.

Dalhousie is also a leading research university. Over 65 percent of the research sponsored by the major federal granting councils at Nova Scotia universities takes place at Dalhousie. In 1988-89, Dalhousie was awarded more than $22 million in government sponsored research.

Dalhousie provides continuing education programs to the broader community. International development activities accounted for approximately $4 million in external funds in 1988-89. In international and national activities it hopes to achieve a modest increase in the proportion of Dalhousie students who come from across Canada and the rest of the world.

Dalhousie also fulfils its roles in education, research and community service in co-operation with other universities in the province, and in particular with those in the metropolitan Halifax area. It works very closely with the latter institutions to develop and provide integrated library information systems (Novanet), coordinated teacher training programs (under the auspices of the Confederated College of Education) and joint purchasing and technical maintenance services (through Inter-University Services Incorporated).

3.3.2 Research

The further development of research at Dalhousie is desirable for Nova Scotia and the region. It is also Dalhousie's intention to further develop identified areas of special emphasis. The role statement indicates ocean studies and health studies to be the first of these areas. They will be further consolidated, coordinated and promoted during the next five years. Some of the areas in which the University is attempting to foster research are Clinical Medicine, Dentistry, and other health professions.

Dalhousie attracts a large number of highly qualified but temporarily appointed researchers and scholars who fall under one of the following designations: postdoctoral fellow, research associate, or visiting professor. Other vehicles for Dalhousie's research activities are the research-oriented centres and institutes that have been created over the years. They are a heterogeneous group, but they possess in common a structure somewhat at variance with that of the disciplinary departments that are typical of the traditional university.

Some are:

1) Atlantic Institute of Criminology
2) Atlantic Research Centre for Mental Retardation
3) Centre for International Business Studies
4) Gene Probe Laboratory
5) Trace Analysis Research Centre

Another expression of Dalhousie's involvement in research that addresses societal needs is the growth of research networks and consortia. Examples at Dalhousie are:

> NSERC Industrial Chairs in Atmospheric Science
> Sealworm Infestation Project
> The three-year study of policing styles, policies and structures, being conducted by the Atlantic Institute of Criminology and researchers from three universities, in collaboration with the Halifax Police Department, the RCMP and police forces in several communities in the Annapolis Valley.

3.3.3 Community Service

Dalhousie draws heavily on the community's resources while providing educational opportunities and knowledge in return. Dalhousie has non-credit programs and does other forms of community service.

Many individuals outside Dalhousie contribute directly to the strength of its academic programs. Connections such as these give students at Dalhousie access not only to health professionals throughout the region, but also to the expertise in organizations such as the Bedford Institute of Oceanography, the Atlantic Regional Laboratory of the National Research Council, and other federal research laboratories.

Dalhousie is among the six most active Canadian universities in the international development field. It established the Lester Pearson Institute for International Development several years ago in order to stabilize and build upon its development projects. The University will soon undertake a review of academic programs in the international development area, in order to determine the direction in which they should evolve and how they should relate to each other and to the project activity coordinated by the Pearson Institute.

Dalhousie's international development activities can be grouped into three general areas: education, research and projects.

a) Education: This includes the provision of education of international students and the availability of relatively specialized degrees such as the Master of Development Economics

b) Research: The demand for knowledge is not limited to Canada or North America; there are many contexts, best illustrated by the increasing number of requests for graduate training from Third World nations in the sciences and the professions in which the developmental value of research work is recognized internationally.

c) Projects: Dalhousie undertakes projects in most continents but principally Africa and Asia. Projects are normally of four to five years duration and require considerable effort and persistence from faculty and university administration. The purpose of a development project is to improve the ability of the recipient institution or country to deal with its own problems.

Among the other benefits that accrue to the community from research activity at Dalhousie are:

- Economic activity. A large proportion of the approximately $22 million in government funding received by the University for research is spent in the community on goods, services and the employment of technical personnel.
- Access to expertise.
- Professional services of high quality. The medical research conducted at Dalhousie, for example, contributes to the quality of the local hospitals, and is responsible for a continuing flow of new medical devices.
- Thousands of patients visit the Clinic at the Faculty of Dentistry each year. Services are provided at fees significantly below those charged in private dental practice, so that many individuals are able to obtain dental services that they otherwise could not afford. In addition, the specialists within the Faculty provide consultative service to the dentists of Atlantic Canada regarding complex patient treatment needs.
- The Faculty of Law serves the public through the Dalhousie Legal Aid Clinic and through participation by its members in various law reform endeavours.
- The specialized and diverse services provided by members of Dalhousie's multi-disciplinary Faculties can be illustrated through the Faculty of Science. Among the many services offered by the Faculty are those of: The Marine Gene Probe Laboratory which has a mandate to apply recombinant DNA technology to enhance the productivity of ocean fisheries and aquaculture; the Statistical Consulting Service which provides advice on statistical problems to a wide group of clients, on campus and off; and the Centre for Marine Geology which has personnel with the scientific expertise to carry out major research projects in a number of different fields.

3.3.4 Future Role

Dalhousie's aim is to have a more diverse and highly qualified student body that will be about the same size as it is now. It is possible that efforts to improve the quality of the educational experience offered to attract more highly qualified students will result in a modest improvement in retention rates and therefore in slight growth in upper year enrolments, but very few new undergraduate programs are envisaged. The University plans to maintain an essentially constant undergraduate enrolment. Attempts will be made to make programs more accessible to members of under-represented groups.

The university intends to grow slowly at the graduate level, increasing student numbers to over 2,000. This growth will be achieved in part by the introduction of interdisciplinary programs (e.g., Atmospheric Science, Biomaterials, Neuroscience, Health Studies, International Development Studies) and professional programs (e.g., Management, Education, Prosthodontics), as resources permit.

At the administrative level, Dalhousie hopes to enhance its human relations. Measures to improve terms of employment and to promote affirmative action and pay equity are planned.

The University will emphasize continuing education activities, and be more attentive and responsive to the community. The University will be conscious of the need to be accountable for the prudent and effective stewardship of its material and human resources and will strive for better self-management.

3.4 Mount Saint Vincent University

3.4.1 Role

Mount Saint Vincent University identifies itself as a women's university. It perceives its role in terms of the following:

a) the promotion of academic excellence through the provision of a strong liberal Arts and Science core and selected professional disciplines;
b) the continuing development, intellectual, moral, spiritual and physical of those sharing its life, in an environment characterized by a Catholic tradition and a high degree of personalized education;
(c) service to the community through its programs, resources and facilities.

Mount Saint Vincent University is an undergraduate institution, the only university in Canada dedicated to the education of women, with selective graduate programs. It is a small university, and competes as such for research support and recognition. It emphasizes teaching and a personalized approach to education. It is dedicated to the principles of human development and social responsibility.

In terms of capacity, Mount Saint Vincent University maintains its current focus on consolidation in response to a desire to deal fairly with all members of its constituency while maintaining places for 4,000 individual students. This is viewed as a critical mass that will allow the Mount to continue to offer not only its unique programs but also an appropriate range of traditional university disciplines, as well as to respond to the mix of full-time and part-time needs of women seeking university education.

As the Mount developed from academy to university, a comprehensive approach to educational trust evolved. In viewing students as individuals with many facets to their lives and occupations, a reward for matters of spiritual development, health, emotional well-being and human responsibility was blended into the approach of the University. At present, this non-sectarian commitment spans programming in ancillary areas, which include ecumenical chaplaincy, athletics and recreation, counselling and health services and non-academic programming.

Another area of the mandate which is fundamental to planning is a commitment to personalized education. The ability to spend time with students, in discussion, advising and evaluation, to maintain a rigorous standard of written assignments and examinations and to ensure that the potential and level of achievement of each student is known and fully explored, is said to be fundamental to the learning experience at the Mount.

3.4.2 Research

Faculty research is an essential component of the University.

Because of the University's mission, its programs, and the hiring of faculty whose interests and skills allow for the teaching of these programs, two important fields of research at Mount Saint Vincent University generally relate to women and women's experiences and to human development. Because these areas are rooted in the teaching programs of the University, they will continue to be major research emphases. Research in the Humanities, Social Sciences, and professional areas is primarily, although not exclusively, focused on Canada, with a number of researchers addressing Maritime issues specifically.

Research activity at the University has expanded markedly over the past ten years. This is reflected in the increased number of faculty members receiving research grants, in the increase in the number of departments involved, in the increase in the number of sources for funding and in the increase in the research dollars brought to the University. While this expansion was most noticeable for grants from NSERC and SSHRCC from 1979 to 1987, 1988 and 1989 have seen a levelling off in the research monies awarded to faculty from these sources.

Researchers in the Social Sciences, Humanities, and professional programs, however, have an excellent record of success in funding from SSHRCC. This is evidenced by the number of faculty who have received awards and their success in accessing funds in most of the funding programs available.

The Institute for the Study of Women is the only research institute at MSVU. Established in 1982, the objective of the Institute is to improve the quality of life of women, and to promote the status of women through a fuller and more informed understanding of the role of women in Canadian society in the past, the present, and the future. Its objectives are implemented through research activities, workshops and conferences, and the publication of Atlantis which is the only refereed journal in women's studies in Canada which publishes full-length research articles and is supported by the SSHRCC program of aid to scholarly journals. Since 1982, the Institute has been awarded $1,358,436 in grants or contracts for research and $425,461 from CIDA for a joint project with Dalhousie.

One of the University's major initiatives in collaborative work with the private sector has been the Office Automation Centre. This is a joint project of Maritime Telephone and Telegraph, the University, the Government of Nova Scotia, and the Atlantic Canada Opportunities Agency. A three-year agreement, which expired in March 1990, represented a joint investment of $1,158,918.

The University is also involved with the private sector in the area of Tourism and Hospitality Management.

Research collaboration with other universities has been a long-standing tradition at the Mount. In the science area, researchers have undertaken joint projects with researchers at other universities, including Dalhousie, and the University of Calgary, and at the Izaak Walton Killam Hospital.

3.4.3 Community Service

The campus is operational twelve months a year, and when not fully occupied by students and classes, is available at a minimal cost to community groups for meetings and events.

The University has brought together its Development, Alumnae and Public Relations functions in a single administrative unit.

In each of these areas, the Mount is just beginning to build its profile and consolidate its activities. The alumnae, for instance, differ fundamentally from those of the traditional universities, for they are almost all women and many are members of religious orders.

The Centre for Continuing Education has as its objectives: to assist mature persons, especially women, to take advantage of the university's programs; to provide academic advice and counselling to mature students; to provide non-credit programs, e.g. academic upgrading, personal and professional development; to undertake and cooperate in Community Outreach, and to organise workshops and conferences which further the objectives of the Centre and the University. Currently, the unit also contributes to programming for summer school and distance education.

Each semester, the Centre for Continuing Education offers programs for the community.

The Centre also manages the Life Planning and Learning Centre, funded by CEIC. Three women counsellors offer career planning and assistance to targeted groups of women.

The Centre also co-sponsors workshops, conferences and other activities.

3.4.4 Future Role

Mount Saint Vincent is reviewing ways in which women can be encouraged to enter, and to remain in scientific disciplines. Also planned is the renovation and updating of laboratory facilities and equipment, and the establishment with TUNS of an associated Engineering program for women.

Mount Saint Vincent continues to assess its departmental structure as well as its program offerings. Where departmental consolidation is possible and may result in a decrease in administrative tasks for faculty, mergers are being contemplated or effected by the Senate of the University.

The Mount is committed to correcting the limitations of its physical plant and alleviating overtaxed human resources, while maintaining standards of performance.

With regard to future academic programming, Mount Saint Vincent has undertaken to study ways in which three basic themes--the study of women, a practical perspective on ethics, and an adaptive understanding of science and technology--may be emphasized in an interdisciplinary manner in undergraduate programming. This review is aimed at enhancing the elements of existing curricula in which these themes are already present.

3.5 Nova Scotia Agricultural College

3.5.1 Role

The Nova Scotia Agricultural College is an Atlantic regional institution. The College performs those normal teaching responsibilities comparable to those of university Science and Engineering faculties and in addition is expected to provide:

(1) specialized education for both future farm owners and managers, and for professional agrologists and technical support staff; who fill a wide variety of governmental and industrial positions that cover the diverse support services to food production, processing and marketing, e.g., agricultural economists, agronomists, plant geneticists and breeders, plant pathologists, entomologists, horticulturists, animal geneticists, animal physiologists, animal nutritionists, food scientists, agricultural extension specialists, etc.

(2) research activity in a broad range of problems of national significance but with emphasis on problems unique to Atlantic agriculture,

(3) continuing education and professional upgrading,

(4) international technical and agricultural education.

3.5.2 Research

The Nova Scotia Agricultural College has added several new research labs in its capital expansion program since 1982. At least sixteen separate research laboratories, separate from the teaching labs, have been added to the campus through the expansion to Cox Institute, and the construction of the new Animal Science building.

A memorandum of understanding between Agriculture Canada and the Nova Scotia Department of Agriculture and Marketing recognizes the role of NSAC in research and identifies that twenty-two person years are presently available from NSAC for research. A similar memorandum of understanding with the Province of Prince Edward Island also recognizes that NSAC is an instrument for research and technology transfer for the P.E.I. agricultural industry. In 1988, an agreement was also signed with the Nova Scotia Research Foundation recognizing the research capability and expressing a commitment to establish joint projects, if appropriate funds are provided.

3.5.3 Community Service

There is a close association of the Nova Scotia Agricultural College with the agricultural industry. Its faculty serves as a source of technical expertise which flows from the College to agricultural extension workers and on to the industry. Much of the research effort is directed to applied areas and provides a very important community service.

For ten years a Potato Production Technology program of six months duration has been offered at NSAC. Participants from more than thirty-five countries have attended, with about ten students per year. This has been developed with Potatoes Canada and CIDA. Other programming has included projects with the Jamaica Agricultural Society, a rural development organization (FUNDAEC) in Colombia, Hunan Agricultural College in China, and the Federal University of Santa Catarina in Brazil. In recent years, public awareness programs for Canadians have also been conducted. In addition, co-operation and support has been given for some projects being implemented by other agencies and some scholarship programs have been administered.

3.5.4 Future Role

The College projects an increase in enrolment to approximately 700 students. This is expected to require an active and effective recruitment program designed to convey the nature and purpose of Agricultural Science programs as well as projected career opportunities.

3.6 Nova Scotia College of Art and Design

3.6.1 Role

The primary goals of the College are to teach students the languages and procedures of the Visual Arts and to prepare students for entry into professional life as artists, craftspeople, communication designers, environmental planners and art educators. In addition through its institutional endeavours and the individual work of its faculty and staff, the College plays a major role in the cultural and commercial life of Halifax and the Province.

3.6.2 Research

The Nova Scotia College of Art and Design has recently taken a first step towards formally exploring cooperative research and development ventures in conjunction with an industrial partner. The development of the Microcomputer Center will allow the College to pioneer in the development of two and three dimensional applications of computer applications in the Visual Arts and Design. The College will seek to explore in conjunction with other institutions sharing its interests in this area--most notably the Technical University of Nova Scotia--the applications of the new image generating technologies to regional and national industries. In addition, the Photography Department is seeking to develop its technical facilities through specific cooperative projects with Kodak Canada and the Polaroid Corporation. The Ceramics Department, in cooperation with the Technical University's Architecture Program and L.E. Shaw, is seeking to develop new, commercially viable building and decorative applications of ceramic materials.

3.6.3 Community Service

The primary community service performed by the College has been its relocation to the downtown core area--a relocation that ensured the preservation of Halifax's historic waterfront community. The College takes pride in its role in the preservation of a historically prominent area unique in the Maritimes and in the dynamic development of the city of Halifax.

The College also seeks to sponsor symposia on issues that have general appeal to the wider Arts community.

3.6.4 Future Role

The Nova Scotia College of Art and Design states that its goals over the next five years are maintaining excellence in present programs, extending the scope of instruction in some areas and examining any need for program expansion in the Visual Arts.

Specific projects identified are:

- the completion of a feasibility study for an additional graduate program in Art Education;
- the initiation and completion of a feasibility study for a graduate program in Graphic Communication;
- the completion of the integration into the curriculum of computer applications which was begun three years ago;
- the determination of the appropriate scope of course offerings relating to video and film;
- the initiation and completion of a feasibility study on the expansion of course offerings in photography, jewellery, sculpture and print making;
- the exploration of cooperation with local industry as it affects course offerings, especially in Ceramics, Computer Applications, Photography and Visual Communication;
- the continued exploration of ways to make the College's rich resources for study in Art History accessible to Dalhousie, Mount Saint Vincent and Saint Mary's students;
- the continued refinement of the Foundation curriculum;
- the continued exploration of ways in which the degree program in Environmental Planning can be made more accessible to students;
- the completion of a study on the function of summer semester courses in the degree program and;
- the completion of a study on the role of Continuing Education in relation to degree programs.

3.7 Nova Scotia Teachers College

3.7.1 Role

The principal focus of the Nova Scotia Teachers College is pre-service teacher education. The Teachers College is a division of the Department of Education, and cooperates fully with other divisions and with administrative personnel of the Department. The College ensures that its students are familiar with the current aims, philosophy and programming of the Department.

The Nova Scotia Teachers College, by tradition and continuing design, stresses early specialization in teaching as a career. The College involves practising teachers in its decision-making and in its functioning. The College offers a varied program of credit and non-credit courses, and in-service sessions in a number of provincial centres.

Its pre-service program is divided into five courses, each of four years duration, leading to a Bachelor of Education degree which qualifies successful candidates for a Nova Scotia teaching certificate, class 5.

Its Continuing Education Department, established to offer credit and non-credit courses for practising teachers, also organizes in-service sessions of varying lengths and types for school boards, individual schools and groups of teachers both on the Truro campus and in other geographical areas of the province. It sponsors activities on a year round basis and has a summer school which hosts a broad range of programs and courses for learners, from the very young to seniors.

The College has, in cooperation with the Department of Community Services, taken under its umbrella the pre-school education Child Development. The aim of these programs is to raise the level of education and training of those engaged in pre-school work with young children and to encourage the opening of more childcare centres.

The College and Mount Saint Vincent University, will jointly award Bachelor of Education degrees to NSTC students who graduate from its four year program in 1993.

3.7.2 Research

The research roles of NSTC faculty are, in general, field based and are directed toward program development for the public schools. Some faculty are writing texts or providing consultation and editorial services to publishers who are producing texts that will be used in the schools of Nova Scotia.

3.7.3 Community Service

The physical facilities, necessary for the teacher education program, are made available to the general public. Besides having the aim of training and educating teachers, the College has as a concomitant aim, the serving of the general public, both local and provincial, in many ways, all related to education.

Through encouraging community and special interest groups to use its facilities either free or for a modest rental, the College works closely with the local community and with communities throughout the Province. There is a special relationship between the Town of Truro and the College regarding the Centennial Pool. All associations of the Nova Scotia Teachers Union are especially encouraged to use College facilities for major conferences and meetings.

3.7.4 Future Role

The primary focus of the Nova Scotia Teachers College will continue to be training pre-service and in-service teachers. Continuing Education activities will continue to develop. The College also expects to become the geographical centre for increasing in-service activities. Child Development Services programming are expected to be fully incorporated into the Teachers College as well. If the Child Development Services Program is incorporated into the academic controls of the College, an expanded full-time enrolment is anticipated.

3.8 St. Francis Xavier University

3.8.1 Role

St. Francis Xavier summarizes its academic principles as follows. It strives:

- for excellence in undergraduate education and places minimum emphasis on graduate education;
- to maintain its tradition and philosophy of education by stressing ethical and social responsibility;
- to maintain a 15/1 students/staff ratio;
- to remain a small university (less than 5,000 students);
- to continually reassess its departmental offerings through a system of External Reviews.

The University provides access to university studies for students of the Eastern Nova Scotia mainland and much of Cape Breton, and it has always been interested in the welfare of the non-students in its immediate constituency. This interest developed formal structures when the University established the Extension Department in 1929.

To serve the increasing numbers of students who came from abroad, the University in 1959 established the Coady International Institute, which is supported substantially by the Canadian International Development Agency.

While Eastern Nova Scotia's educational needs still remain its highest priority, the proportion of the student body from beyond the Atlantic region has increased over the last three years.

3.8.2 Research

By the very nature of the undergraduate process, the research which is done at St. Francis Xavier must be almost exclusively pure and not applied. What contractual research is done is concentrated primarily on work on the oxidization of coal, the dangers of hydrogen sulfide, and general environmental air quality, in the sciences, and on the study of management and the delivery of certain government programs, in the Faculty of Arts. Faculty, because of their relatively isolated position, must interact closely with their colleagues in the Atlantic region, across the country and throughout the world.

Summer research stipends are paid to active researchers and the funds are awarded from the James Chair Endowment (which provides matching funds to those awarded from the NSERC program).

Using the safest statistics available, mainly the competitive operating grants of SSHRC and NSERC, St. Francis Xavier University has ranked first or second in awards among the small universities in the country, i.e. those without Ph.D. programs and a student body between 1,000 and 6,000. In the past three years St. Francis Xavier was second.

St. Francis Xavier University has two formal agreements with other research institutes, one in spectroscopic physics at the Technical University of Poznan and the other with the Nova Scotia Research Foundation. There are quasi relationships with the Zeeman Laboratory in Amsterdam and institutes in Italy, Germany, Russia and Japan. Closer to home there is collaborative work with Dalhousie, the University of New Brunswick and Memorial University.

There are two research groupings on campus, one the Theoretical Physics Institute (TPI), a second with the Centre for Research on the Future of Work (CRFW), an organization committed to research on work-related items and the economic well being of eastern Nova Scotia and the Atlantic region.

3.8.3 Community Service

St. Francis Xavier University describes itself as being committed to serving its community. The University provides opportunities for a wide range of cultural activities to the local area by its involvement in such activities as Theatre Antigonish, the Performing Arts Series, the Art Gallery, public lectures by visiting scholars and access to the University Library.

The Extension Department is devoted entirely to community service. These programs are ones of social outreach to aid the disadvantaged, whether they be students, workers, the elderly or those suffering particular constraints of geography, mobility or indifference.

The University's involvement in Third World Development is carried out by the Coady International Institute which has a variety of programs conducted in Antigonish including the six-month diploma and a series of short courses for students from Overseas.

3.8.4 Future Role

The University projects its full-time enrolment for the next five years to increase by slightly over 250 full-time students. It plans a new program in Nursing, a Bachelor of Science degree for R.N.'s.

The University will remain primarily undergraduate but will continue its strong commitment to research and will continue to emphasize teaching as the important function for an undergraduate institution.

The University is committed to seek funds to endow research, primarily for the replacement of equipment essential in the scientific areas and for the purchase of books and journals for the Humanities and Social Sciences.

3.9 Saint Mary's University

3.9.1 Role

Saint Mary's University says it is an institution "where tradition meets the future...". The University describes itself as being committed to:

- Undergraduate liberal education in the Arts and Sciences
- Professional programs in Education, Commerce and Criminology
- Select graduate programs
- Research, including the involvement of undergraduate students
- Continuing Education, an extensive program of both credit and non-credit courses on and off campus and at a distance.
- Providing accessibility to qualified applicants and, being a resource to the community, responsive to the needs of all its groups, with particular attention to physically challenged persons.

Based on that commitment, the university maintains it will provide a university environment conducive to the intellectual and personal development of students, administrators, support staff and faculty; reach out to the community and cooperate with business and government agencies and other academic institutions; strengthen and broaden the university's international links in areas of the world that complement its programs - the People's Republic of China, the Pacific Rim, the Caribbean, the Latin American nations; and practice fiscal responsibility.

The university has a campus environment where individual development is paramount. During 1988/89, Saint Mary's University served 10,726 students in the academic year and summer sessions. Saint Mary's student population is largely from Nova Scotia and 57 percent are from metropolitan Halifax-Dartmouth. This, combined with community outreach initiatives, makes Saint Mary's an urban-oriented university, responsive to the needs of full-time and part-time students.

3.9.2 Research

Research is a prime activity for faculty and students at Saint Mary's. In addition to providing a traditional research role, Saint Mary's emphasizes applied research, where the aims of the research focus on specific needs of society. Over the period 1985-89, external funds have accounted for 97% of all research funding at Saint Mary's. A significant portion of internal funding is accounted for by grants to aid individual faculty research through the Senate Research Grant Program.

Saint Mary's University has carefully selected a small number of centres and institutes that endorse its mission. These include:

Canada/China Language and Cultural Program (CCLCP). Since 1982 Saint Mary's University, as the Canadian Project Office for CCLCP, has played an instrumental role in all activities involving CIDA sponsored educational and training programs between Canada and China.

The Gorsebrook Research Institute for Atlantic Canada Studies was established at Saint Mary's in 1982 to enhance and strengthen the research component of the University's Atlantic Canada Studies Program. The Survey Centre at the Gorsebrook Research Institute was established in 1986. The primary purpose of the Centre is to provide research support to scholars throughout Atlantic Canada and to enhance expertise in survey methodology through the sponsoring of workshops and seminars.

International Education Centre (IEC). Over the last decade, the IEC has developed an active research and publications program, receiving some of its funding from ACOA. The IEC is actively involved in the schools of Nova Scotia. It is also a resource centre for teachers and community groups and a resource and meeting place for representatives of ethnic groups.

The X-Ray Fluorescence Centre (XRF Centre) was established in the Geology Department at Saint Mary's University in 1982, with the help of a NSERC Major Installation Grant as well as financial contributions from Saint Mary's, Dalhousie University and the Nova Scotia Department of Mines and Energy. The Centre is the only facility of its kind in the Maritimes available for the use of university researchers.

The Institute of Human Values was established in 1975 to work towards restoring the historic relationship among knowledge, morality and freedom.

3.9.3 Community Service

The chief vehicle for Saint Mary's academic outreach has been its Division of Continuing Education which provides courses on a part-time basis to students in a wide range of disciplines. It offers both credit and non-credit courses in both semesters of the academic year, and through two summer sessions.

Saint Mary's is committed to the position that universities have an obligation to reach out from the campus to the community, and attempt, where it is feasible to do so, to offer its services to people where they live or work. In recent years the University has made a more concentrated effort to provide courses during the day in workplaces, and more courses in the evenings in convenient locations.

Every year the University invites the public to come on campus and sample university life. Public lectures, concerts, art exhibitions, informal philosophy discussions, and many other events are held and in past years selected classes were open to the public. During the 1988/89 academic year more than thirty lectures and seminars were open to the public, ten musical performances were held and a number of student events were open to the public.

Saint Mary's athletic facilities also are used by numerous non-profit organizations, and athletic staff work with non-profit organizations.

The Atlantic Centre of Support for Disabled Students provides an advisory service for all universities in the Maritime region.

As an example of the manner Saint Mary's faculty and staff are used as a resource by the local print occurred when the Voyager satellite was beaming back to earth unique photographs of the planet Neptune and its moons, the Burke-Gaffney Observatory provided a satellite downlink for pictures which were relayed throughout Atlantic Canada. At the same time members of the Astronomy Department assisted local media people in explaining the phenomenon to Maritimers.

3.9.4 Future Role

Several new programs and initiatives are being considered or being implemented:

- The English Department, which has recently begun a computer-assisted writing program in several sections of Introductory English. With expanded computer laboratory facilities, every student will learn how to compose and edit electronically and a minor in creative writing has been introduced.
- The Geography Department, which has recently created a structured "package" of environmental courses for its students. It is also contemplating a combined geography/geology major believing cooperation with the Geology Department is the best way to improve its physical geography side. This approach would introduce students to geology, foster inter-departmental and inter-faculty cooperation and create a program unique in Atlantic Canada.
- The Religious Studies Department, which has reached an agreement with seven other departments to form a four-course interdisciplinary minor in Image Studies.
- The Sociology Department, which has proposed a Master of Arts in Sociology and Criminology beginning September 1990, to train students in two areas of sociological research: criminology and social justice, and social development and change.
- The Chair of Irish Studies has proposed to offer a major as well as a minor in Irish Studies in the near future.

- A proposed major in Women's Studies also has been discussed. The potential for a graduate program could well facilitate the development of cooperative structures among universities, allowing students to move freely among universities offering a major in Women's Studies.

- The Faculty of Commerce has spent two years reviewing its undergraduate curriculum and is proposing major changes in its structure. It is planning to introduce two new programs at the undergraduate level: a major in International Business, and a new major in Urban Economics in conjunction with Concordia and Simon Fraser universities.

- Two further developments are envisaged for the MBA program by 1993/94. The first is the establishment of a co-operative program for Accounting majors, and the second is the offering of the MBA by Distance Education in collaboration with Memorial, Laurentian, and Athabasca universities. Faculty are currently working on introducing a Ph.D. program for finance and accounting by 1992. Saint Mary's plans on introducing an Executive MBA program in 1990 and a proposal is being developed for a Distance MBA program - neither of which are currently available in the region.

- The departments of Astronomy and Physics have put forward a detailed proposal for a B.Sc. (Honours and major) program in Astrophysics by fall of 1990.

- The Department of Physics is preparing a proposal for a program in Engineering-Physics that would be offered jointly with the Division of Engineering.

- The Department of Mathematics and Computing Science has developed a proposal for a part-time Master of Science Degree in Information Technology.

3.10 Technical University of Nova Scotia

3.10.1 Role

The Technical University of Nova Scotia says it is significantly different from the general university in that its role and mandate are sharply focused upon industrial research and technological development as well as the education of engineers, architects, planners, food scientists, and computer scientists.

The contemporary mission of the Technical University of Nova Scotia is described as:

a) to be the principal means by which those having professional aspirations, from Nova Scotia, the Atlantic region and Canada are provided with opportunities for post-secondary education and professional development related to the design professions, technology and applied science.

b) to contribute to the enhancement of the technological capacity of Atlantic region organizations by the development of programs of applied research and the creation of effective mechanisms for technology transfer.

Although the university is the only independent technical university in Canada, it does not stand alone; rather, it is supported by many of the universities in the Maritimes (the Associated Universities), each of which offers the initial years of the total program. The general years are followed by a concentrated period of study at TUNS, in an intense technical environment, thus providing the opportunity for specialization that is essential for a mature, professional graduate. The interdependence of the system components is most specific in the Faculty of Engineering.

The Faculty of Architecture, unlike the Engineering and Computer Science units, does not depend upon the Associated University system. Architecture has accommodated itself to receiving students from a variety of technical and non-technical sources, the general requirement being two years of university-level education.

The Technical University also offers the two senior years of the Computer Science degree after students have completed two years in a Computer Science program at another university.

3.10.2 Research

The Technical University occupies a special position in the research spectrum by offering programs of applied research in areas of interest to industries in the Atlantic region; the programs are aimed at developing a base of expertise from which specific projects can be mounted. Thus the growth of contract research activity is encouraged, as is the involvement of faculty in efforts related to the development of standards, codes of practice and consulting activity.

Three research units are being currently developed. One is in an advanced state of planning and concerns Architectural Development Research, involving both Canadian and international projects. Other research institutes at TUNS are:

a) The Atlantic Industrial Research Institute, established in 1967, as an independent, non-profit research institute located on the campus of the University. It strives to broker the research capabilities of the Technical University to industrial organizations in the region.

b) The Centre for Energy Studies, established at the University in 1977, to provide focused energy-related research at the University.

c) The Applied Microelectronics Institute (AMI), a joint venture of TUNS, Dalhousie University and the Nova Scotia Research Foundation Corporation. The Institute provides opportunities for applied research and project work for interested faculty.

d) The Biomedical Engineering Institute established jointly by TUNS and Dalhousie in 1984.

e) The establishment of the Advanced Materials Engineering Centre, a joint venture of the Technical University of Nova Scotia, Grumman Aerospace Corporation and General Composite Technology Limited. The Centre has received major government support and will soon embark on research and development related to advanced industrial materials.

The Technical University of Nova Scotia has a unique opportunity to be the focal point in the development of Nova Scotia and Canada's high technology thrust. It must assist in enlarging the technology base of the economy, through the establishment of programs of applied research and the exploitation of effective vehicles for transferring the fruits of this research to industry.

3.10.3 Community Service

TUNS plans to continue to enhance its Continuing Education Division (CED) to the point where it would become a leading vehicle for professional engineering education in North America.

The Continuing Education Division is also responsible for three special programs that offer specific technical upgrading plans for personnel of the armed forces. These programs are highly intensive sequences of courses in the fields of electrical Engineering and Computer Science that are specific to the systems and equipment to be used by these groups.

Professional advancement programs are provided for engineers, architects and computer scientists. Since 1985, these programs have been attended by over 13,000 technical professionals from across Canada. During 1989, over 225 continuing education seminars/short courses were organized.

Over 500 Nova Scotian professionals give their time to participate in steering committees that advise on program outline and selection of speakers for the seminars and short courses.

Because of the needs expressed by several participants from Central Canada, CED has established a central Canada office in Toronto. Programs in the West are presently administered from Halifax. Plans are underway to open an office in Vancouver. CED is also offering in Canada, in conjunction with UCLA, a number of courses which defence personnel can presently attend only in the United States.

3.10.4 Future Role

It is anticipated that over the next three years, all of the undergraduate Engineering departments at the Technical University of Nova Scotia will move into the cooperative mode. It is anticipated that once the undergraduate programs have been placed on a solid footing, the graduate programs will be assessed and, if appropriate, these, too, will be placed on a cooperative basis.

It is expected that TUNS, in cooperation with one of the metro Business schools, will offer an MBA program with an industrial engineering twist. TUNS is also exploring the problem of attracting more women into Engineering and Science. Although Mount Saint Vincent University is not actively part of this system of Associated Universities, the two universities hope to create at the Mount an "Associated University Program" that focuses on the preparation of women students for technical programs at TUNS.

TUNS minority access programs are to be aimed at students at a much earlier stage than is normally the case. At the present time, one such program is under discussion.

Finally, the Technical University of Nova Scotia will move gradually to a concentration on industry-driven applied research.

3.11 Université Sainte-Anne

3.11.1 Role

Université Sainte-Anne is the only Francophone university in Nova Scotia.

The University defines its goal as being able to respond to the linguistic and cultural needs of all the Acadians of all the regions of Nova Scotia. The University exists to offer a post-secondary education of excellent quality in French. It must offer to Acadians the possibility of educating themselves to the highest level in their own language. The University seeks to preserve the culture, history and language of the Acadians.

The University has put in place programs on the administration of the small and middle-sized company, for the bilingual secretary, for the teaching of French at the primary and secondary levels.

As the university is small and cannot offer an infinite variety of programs and courses, it tries to assure itself that its courses are the basic courses which are acceptable to the other institutions where the students may continue their education. The university encourages research, especially of regional interest, not only in order to contribute to general knowledge but in order to create an intellectually stimulating atmosphere.

The university sees itself as having an important role to play in Francophone Canada.

3.11.2 Research

In 1988-89, Université Sainte-Anne held research grants valued at $240,000. Of this amount, $73,000 was in individual grants: $53,000 from the Social Sciences and Humanities Research Council and $20,000 from the Secretary of State.

The B.A./B.Ed. Director is engaged, with others, in research projects at the provincial, maritime and national levels valued at more than $600,000.

3.11.3 Community Service

Université Sainte-Anne describes itself as being very much involved in the community, especially in the region of south-west Nova Scotia and in the Francophone and Acadian community in the rest of the province. This community service is intimately linked to teaching and research programs, in the following areas: community development; aid to economic development; educational services; and cultural, linguistic and artistic vitality, including the Bay Sainte-Marie Chorale and the regional Fanfare of Clare.

The University does not foresee the need for important capital improvements or additions in the area of Community service over the next five years. However, the university sees itself as having an important role to play in Francophone Canada. Certain projects or activities underway or in the process of realization are of a regional nature or else are national, for example: a proposal for a programme of research-operation aiming at the development of entrepreneurship in the Francophone communities outside Quebec; a Provincial Centre for young people's literature.

3.11.4 Future Role

The University foresees the need for important modifications in its course offering over the next five years. A substantial increase in the number of teaching staff is projected in order to adequately respond to the needs of existing programs. In addition the University projects new undergraduate programs in Science, Office Automation, English second language minor, Acadian studies, Nursing (1 or 2 years). Moreover, the University has proposed a Masters degree in Education with an emphasis on teaching in minority situations as well as French as a second language.

3.12 University College of Cape Breton

3.12.1 Role

UCCB describes itself as a combination of a liberal Arts college and a technical institute which is oriented to the workplace and has had an emphasis on serving the Cape Breton community. The university is new, receiving its charter in 1982, and is, therefore, still developing.

In order to fulfil its mandate, the university offers a full range of university and college programs. The university stresses its uniqueness in being Canada's only university and college providing a complete spectrum of college programs from high level trades training to three-year technology diplomas.

The university offers several unique diploma programs such as the Mineral Technology program. It considers part of its mandate to be the post-diploma institution for college graduates and intends to establish flexible transfer arrangements.

The university has one of the largest full-time enrolments of Native students in Canada.

3.12.2 Research

The university plans to offer Bachelor of Technology programs in other Engineering disciplines and also plans to become the Nova Scotia School of Environmental Studies and Natural Resources with a leading specialization in Forestry. These directions and the strengths of the Institutes lend themselves to a further development of research capabilities which will naturally be reflected in applied Masters programs in Technology, Business, Community Studies, Gaelic Culture, and Historic Sites.

3.12.3 Community Service

The university's objective through such means as distance education and professional development seminars is to triple its continuing education offerings in the next five years and also the university intends to build upon its strong association with the Native community.

3.12.4 Future Role

The University College of Cape Breton believes it is ideally situated for the establishment of a Forestry School. UCCB is in a rural environment and can readily expand to accommodate field studies and applications. UCCB also has standing technological curriculum in Engineering, Science, Humanities, Computer Science, Business and Economics to support a Nova Scotia School of Forestry.

The projections for 1993-94 show a planned full-time student body of 2996 and 1215 part-time students. These numbers, of course, assume significant successes in new program development.

Within the next five years, there will be a natural growth based upon the full implementation of current diploma and degree programs. This growth will be enhanced by the addition of new majors such as Chemistry, French, Economics, Celtic Studies, Women's Studies, and the complete conversion of all technology programs to the cooperative format. The University is seeking approval for a Bachelor of Science in Nursing and intends to offer a Bachelor of Business in Tourism and Hospitality Administration.

The University wishes to provide residence facilities, so that it is accessible to all Cape Breton students, and to expand academic facilities to cope with growth.

3.13 University of King's College

3.13.1 Role

In 1923 King's moved to Halifax where it entered into formal association with Dalhousie. As revised in 1954 and 1959, the Articles of Association specify that King's retains the right to grant degrees in Divinity, honourary degrees and "undergraduate degrees in a faculty other than the faculties in which Dalhousie is already granting degrees at the time when King's institutes the faculty." In 1971 King's became a founding party of the Atlantic School of Theology, to whom it entrusted the teaching of Divinity. It is in this context of special relation to Dalhousie, and as a founding party of the Atlantic School of Theology, that King's defines its role:

a) To be a small college working in the Humanities, Social Sciences and Journalism. The special character of King's is due in part to the concentration of scholarly interest in the Western intellectual and cultural tradition and in part to the interdisciplinary approach, involving team teaching, which is a feature of all its programs.

b) To teach undergraduates the Western tradition and to stimulate concentrated reflection upon that tradition, through the Foundation Year Program, scholarship and teaching contributed to the joint Dalhousie-King's College of Arts and Science, and the King's Institute of Advanced Studies.

c) To study and teach the relation of the past to the contemporary within the Western tradition. The Foundation Year Program provides the background for study of the contemporary period. Study of the contemporary is not only central to the work of the School of Journalism but will also be the focus of King's proposed B.Phil. degree in Contemporary Studies.

d) To contribute, in the special ways open to a small interdisciplinary college, to the intellectual community and life of the Dalhousie-King's campus, and to co-operate with Dalhousie University, through the work of the joint faculty, the library system, and by all other means, in providing the students of both institutions with the best education possible.

(e) To provide and maintain residences and other facilities necessary to ensure that King's students will continue to enjoy the sense of community and participation which has always been a great strength of the College.

f) To contribute to scholarship and research, especially through the King's Institute for Advanced Research.

3.13.2 Research

Through funds received from SSHRC and from the University itself, the Faculty Research and Travel Grants Committee allocates support to members both of the Dalhousie-King's Joint Faculty and of the School of Journalism, to pursue and develop their scholarly enquiry in the field of their choice. The University-generated Kings Award encourages younger faculty members by providing financial assistance for travel to conferences in order to read papers.

3.13.3 Community Service

Through its School of Journalism, King's contributes broadly to media services in the metro Halifax area. The program of Maclean Hunter Visitors, inaugurated in 1988-89, includes lectures and other events open to the public.

The King's Library is also open year round to off-campus borrowers. The new library building, scheduled to open early in 1991, will provide vastly improved accessibility of the entire collection, including a collection of rare books and the Weldon Collection of Loyalist domestic china, one of only two such collections in North America.

Daily and seasonal services held in the King's Chapel are open to members of the wider community. The Chapel is also frequently booked for special services, such as weddings and funerals.

3.13.4 Future Role

King's concern is with its proposed Bachelor of Journalism (Honours) program. King's response to this concern is to attempt to enrich the Bachelor of Journalism (Honours) program. This will necessitate several changes in the structure and content over the next few years, including two sets of changes. The first is to strengthen the foundation of information, ideas and skills upon which the techniques of Journalism are constructed. In this regard, the proposed degree program in Contemporary Studies is designed to offer students improved opportunities to develop an understanding of key developments in contemporary life and thought.

The second set of changes involves strengthening the technical education itself through improved curriculum, facilities and equipment, and internship experiences, and by offering more visits to the School by working journalists and experts in associated fields.

3.14 Observations about Institutional Role and Planned Capacity Statements

A review of the complete set of institutional statements of role and planned capacity as summarized in this chapter and the supporting quantitative information provides a great deal of insight about Nova Scotia's universities and is conducive to making observations about the current system and the plans the institutions have made for the future. The following are observations that from the perspective of the NSCHE and the MPHEC warrant considerable reflection as consideration is given to the future of the university system in the Province. The order in which these observations are presented is not intended to imply any indication of the importance attached to them.

- **Program planning continues to be expansionary.** The statements of role and planned capacity give considerable emphasis to new programs and courses of study with a relatively limited emphasis given to discontinuing programs with a diminished need. It is critical that program offerings be responsive to evolving needs. However, in today's operating environment of scarce fiscal resources and significant enrolment pressures, more ongoing assessment of existing programs particularly those with low enrolments would seem to be warranted in order to ensure the best use of limited resources and the existence of quality programs. In assessing whether existing programs should be continued, it is recognized that the lead time associated with the launching and winding down of university programs and the cyclical nature of demand in some program areas are particular factors that must be considered.

- **Steady state enrolment is planned by most institutions.** Nearly all Nova Scotia universities are planning on stable enrolment levels over the next five-year period. This stability is based on the imposition of enrolment ceilings at some institutions and the result of recent trends at others. Only three institutions - Saint Mary's University, University College of Cape Breton and Université Sainte-Anne - foresee continued enrolment growth as part of carrying out their respective roles.

- **Cooperation does not seem to be an integral part of institutional planning.** The institutional statements provide an indication of the influence of departmental units upon institutional planning. In such an environment, unless there is a systematic approach to considering the potential benefits of inter-institutional cooperation as part of planning new academic and administrative initiatives cooperative arrangements will likely be dependent upon informal relationships between individuals at institutions. The statements provide examples of the cooperative arrangements between and among institutions that have evolved over the years but leave the sense that greater benefits could accrue from the further sharing of both human and physical resources among institutions. The possibilities of cooperation should increase as technology reduces the barriers imposed by physical distances. Plans to deliver courses through distance education will place demands upon institutions to reach agreement on course equivalents and a more formal approach to credit transfer.

- **Capital needs continue to be a priority for institutions.** The plans for most institutions continue to place emphasis on the expansion and upgrading of physical plant. The role and capacity statements present with varying degrees of need the importance of further expansion of capital facilities. Furthermore the adequate maintenance of existing buildings is an ever-increasing concern of institutions. Given the present climate of fiscal restraint and the demands for capital assistance, more attention may have to be devoted to developing system-wide capital priorities.

- **Faculty participation in graduate programming and research is an objective of all institutions.** The professional development of faculty through graduate programming and research activities is viewed as being essential to the vitality of undergraduate programs. Even though most of Nova Scotia's universities state that they wish to remain primarily undergraduate institutions, they stress the need for faculty to have the opportunity to participate in research and graduate programming. Several institutions expressed the hope that a formal mechanism could be established to allow faculty at all institutions to be considered for participation in graduate programs particularly at Dalhousie along the lines of the recently launched cooperative Ph.D. program in Clinical Psychology, and the proposed cooperative doctoral program in Education. Given the relatively small size of the universities in the Province, this suggestion seems to have a great deal of merit not only from the point of view of faculty development but also as a mechanism to expand the level of graduate programming and research activity in Nova Scotia.

- **Universities are constrained in their ability to track students and measure educational outcomes effectively.** Institutions articulate in their statements of role and planned capacity desired educational objectives and standards of performance for students and the clientele they wish to serve. However, in a system in which 13 degree granting institutions offer independently all aspects of the education process from admission to graduation, there are gaps in information that make it difficult to monitor and to measure what is happening in the Province as a whole. Information is lacking on the pool of students moving from the public school system to universities. Moreover reliable attrition rate data does not exist as no information is available on what happens to students who leave university prior to graduation and whether they have left the program, the university entirely, or simply transferred to another university or to a community college. A further problem highlighted is the absence of a mechanism to provide a measurement of the education level of students upon admission and graduation. Therefore, it seems essential that consideration be given to the development of procedures for monitoring the flow of students into and through the universities and other forms of post-secondary education on a province-wide basis.

- **Review of proposed programs will be necessary to ensure consistency with institutional roles and the strategic funding priorities of the Province.** The institutional statements as noted previously provide a considerable number of new program initiatives. At first glance, some of the programs projected raise significant questions in terms of the needs for the program from a provincial and/or regional perspective. Notable examples are the proposed degree program in Forestry and new masters level programs in management and Computer Science areas at institutions which currently do not offer such programming. Some proposed programs appear to conflict with institutional roles e.g. Ph.D. level programming outside Dalhousie and TUNS. These particular programs and indeed all new programs will require review and discussion among institutions.

- **All institutions make considerable contributions to the communities in which they are located.** The role and planned capacity statements document significant contributions in the area of community service. The types of service are wide-ranging involving the provision of facilities, service and expertise. In most cases, the relationships between the institutions and their respective communities are symbiotic and recognized as such. The dependence of institution and community upon one another is particularly evident in those circumstances where institutions are located in smaller population centres. Although the direct cost of community service functions are normally self supporting and not directly funded through post-secondary grants, the functions are dependent upon the university infrastructures. Those making decisions about the future role and funding of institutions must be conscious of the role institutions play in their communities beyond education and research activities.

4. PROFILE OF ENROLMENT, 1983-1993

This section is based on the Commission's overview drawn from various sources, and not solely on the Role and Planned Capacity statements. It is intended to provide a context for the overall review, and the conclusions and recommendations that follow.

4.1 Full-time undergraduates

During the period 1983-84 to 1988-89 full-time undergraduate enrolments increased by approximately 10%. Over the next 5 year period under consideration, the present indications are that the demand for full-time undergraduate education will continue to increase, despite a decline in the population in the 18 to 24 year old age group. This will principally occur because a higher percentage of students will graduate from high school, and in turn a greater proportion of high school graduates will wish to continue to University. There should continue to be an increase in the number of mature students wishing to return to study full-time, but they will still represent a small percentage of the total student population.

A further increase of approximately 10% is envisaged in demand for a full-time undergraduate education, from 1988-89 to 1993-94.

4.2 Graduate Studies

Graduate enrolments increased by approximately 22% between 1983-84 and 1988-89. As indicated in later sections of this chapter the Arts disciplines and Business programs had the highest rates of increase. It is expected that there will continue to be modest increases in demand for graduate studies, and that they will be more concentrated in subjects such as Business Administration. Science and Engineering enrolments which have shown larger than average growth rates at the graduate level are expected to be relatively stable.

4.3 Part-time students

Part-time enrolments at both the undergraduate and graduate levels, particularly in Business related programs are expected to continue to increase, at about the same rate as full-time enrolments.

4.4 Students from outside Nova Scotia

Because of a trend for students to attend universities nearer their place of residence, the proportion of Maritime students leaving their home province to study in Nova Scotia has been decreasing. However, this trend has not reduced the net inflow of students into Nova Scotia since the numbers of Nova Scotians studying in other provinces has also been declining proportionately. If the breadth of programming provided in the three Provinces stays more or less as it is, the current circumstances may be expected to continue.

In general the same trends apply for all Maritime provinces. Newfoundland, however, has been a source of increasing number of students in Nova Scotia in recent years.

Certain institutions, particularly Acadia, Dalhousie, NSCAD, and St. Francis Xavier, will continue to attract Canadian students from outside the region.

At the undergraduate level, foreign student numbers have stabilised after several years of decline. If the Government of Canada follows through with its intention of more aggressively marketing Canada as a country of study, there may be an increase in demand.

At the graduate level, most foreign students receive some funding from Canadian sources, and tend to take places for which there is a lack of Canadian candidates. This situation is likely to continue, as there is little to suggest an increase in the supply of Canadian students seeking to do graduate work in the Science disciplines, where most foreign graduate students are studying.

4.5 Factors that may influence demand

The previous section refers to the forecast demand for university education, assuming that the conditions over the next five years are similar to those over the past five years. There are a number of other factors that could influence demand, which are discussed below.

4.5.1 Funding available to institutions

Limitations on funding available to universities has resulted in a slower growth in faculty numbers than in student numbers, as a result, the majority of the universities are operating at or close to capacity, particularly in the areas of Arts, Business, Law, and Health Sciences. These are also the fields that are seeing the greatest forecast growth in demand. Many institutions have put a cap on enrolments in some or all of these areas, this will result in a higher entry qualification and may result in students who would otherwise have attended university deciding on some other program.

Although there are efforts to increase interest in studying the physical and applied sciences, particularly among women, there will continue to be unfilled capacity in these disciplines during the time frame under consideration. It is considered unlikely that students unable to get into Arts or Business programs will consider these sciences as feasible alternatives.

4.5.2 The state of the economy

One of the factors that was believed to be responsible for the growth in enrolment in the early nineteen eighties was the recession, and the consequent high levels of youth unemployment. If this were the case, then an economic recovery and reductions in youth unemployment would have been expected to reduce demand for university education. However, this did not turn out to be the case as the increased participation rates have been maintained after the economy recovered from the 1981-82 recession. This factor may be less significant than was previously believed and a further slowdown in the economy may not be expected to further increase demand for university places.

An economic slow down would make it more difficult for universities to obtain funding from either government or the private sector, and would likely exacerbate the problems discussed in 4.5.1.

4.5.3 Student fees and Student Aid Programs

Despite strong opposition to fee increases, there is little evidence to suggest that changes in fees have a major impact on university enrolment, provided that some means of financing the cost of the fees is available to students. The existing student aid program offered jointly by the federal and provincial governments is generally considered to be inadequate, as allowances have not kept pace with inflation in recent years. For this reason a significant increase in fees with no increase in the availability of student aid would result in some decrease in demand, while conversely an increase in student aid allowances could lead to an increase in enrolment.

4.5.4 Factors external to Nova Scotia

At present approximately twenty percent of the student population in Nova Scotia comes from outside the Maritimes, any major change in accessibility in the rest of the country is likely to affect this figure.

For example, if admission standards are raised in Ontario, it is probable that more Ontario students would wish to come to Nova Scotia, and a significant increase in the fee differential between Nova Scotia and Ontario could reduce the number of Ontario students coming to the Province.

The converse is also true, in that a reduction in the number of students from outside the Province could enhance accessibility for Nova Scotia students.

4.6 Regional Dimensions of university education

Full-time enrolment in the Maritimes for the fall of 1989 totalled 44,162. Of these, 25,868 were attending institutions in Nova Scotia, 15,962 in New Brunswick, and 2,332 in Prince Edward Island. In addition there were approximately 12,000 at Memorial University in Newfoundland. Many Maritime students study outside their own province because the program that they wish to follow is not available to them at home. Where a student attends a program that is not offered in their home province, funding is transferred from the province of residence on a full cost basis to the province in which they are studying. In total there are about 250 programs that are offered in only one or two of the provinces, and in 1988-89, 1,206 students were being funded by one of the three Maritime Provinces, while studying in another province. The net inflow of funded Maritime students to Nova Scotia was 744 students, for which the net payment was $9,117,000.

Maritime students who study in a province other than their Province of residence in programs that are offered in their home province, are not funded by their home Province.

No payment is received for students from other Provinces, with the exception of some students from Newfoundland studying in specific health professions at Dalhousie.

Table 1 shows the place of origin of students studying in Nova Scotia in 1988-89.

Table 1
Origin of Full-time Students at Nova Scotia Universities, 1988-89

	PLACE OF ORIGIN											
	NFLD	NB	NS	PEI	QUE	ONT	MAN	SASK	ALT	BC	OTHER	TOTAL
PLACE OF STUDY												
ACADIA	286	334	2,088	90	59	190	5	8	22	22	339	3,443
AST	6	9	47	1		2	1					66
DALHOUSIE	325	899	5,255	246	124	586	45	35	141	119	503	8,278
MT.ST.VINCENT	68	124	1,696	63	12	20		1	6	3	69	2,062
N.S.A.C.	18	62	158	29	1		1		1		17	287
N.S.C.A.D.	30	53	198	11	17	69	1	7	12	12	54	464
N.S.T.C.			345	1	1	1						348
ST. F. X.	151	201	1,659	77	60	240	9	10	75	14	203	2,699
SAINT MARY'S	99	295	3,312	40	13	109			5	6	193	4,072
T.U.N.S.	17	31	524	29	14	28	7	1	28	21	290	990
U. SAINTE-ANNE	16	17	214	25	12	3		1	2	1	5	296
U.C.C.B.	8	3	1,232		2	12				2	21	1,280
U.K.C.	12	40	428	14	5	84	5	1	8	4	9	610
TOTAL	1,036	2,068	17,156	626	320	1,344	74	64	300	204	1,703	24,895
% of TOTAL	4.2	8.3	68.9	2.5	1.3	5.4	0.3	0.3	1.2	0.8	6.8	

During 1988-89 there were 87 Nova Scotian residents studying in PEI, 881 in New Brunswick, and about 1800 elsewhere in Canada.
Source: Statistics Canada, USIS.

There were a total of 24,895 students studying full-time in Nova Scotia, of whom 23,192 were from Canadian Provinces. During the same year approximately 19,900 Nova Scotians were studying full-time at Canadian Universities. This means that the net inflow to Nova Scotia of Canadian students is approximately 3,250. The net inflow of Maritime students was 1,726, of whom 744 were fully funded by their Province of residence.

4.7 Subject of study

4.7.1 Arts

Undergraduate Arts based program enrolment increased from 4,671 in 1983-84 to 6,284 in 1988-89, and is forecast by the institutions to increase to 7,437 in 1993-94. This increase is less than recent trends, and with the anticipated increase in total enrolment over the forecast period, Arts enrolments may be greater than forecast by the institutions.

Table 2
Full-time Enrolments - Arts Based Programs

	1983-84 Enrolments[1]		1988-89 Enrolments[1]		1993-94 Forecast	
Subject	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
Classics	16	14	11	16	24	16
Economics	292	50	494	73	546	69
English	702	44	1,050	62	1,105	73
Modern Language	208	7	315	23	384	36
History	333	30	531	28	573	45
Philosophy	93	9	135	10	168	17
Political Science	419	38	626	39	688	41
Religious Studies/Theology	44		26		56	
Sociology/Anthropology	575	17	811	18	972	28
Visual and Performing Arts	860	15	821	15	936	15
Various (Programs offered at one institution only)	1,129	18	1,464	25	1,985	46
Total all Arts	4,671	242	6,284	309	7,437	386

[1] Enrolments are defined as students listed pursuing a subject as a major.
Source: University Role and Planned Capacity Statements

Arts subjects have generally shown considerable increases over the past five years, and in most cases the growth forecast by the institutions is less than that would be expected by a simple projection of the past five years experience. History enrolments have increased from 333 to 531 over the period, English from 702 to 1,050, Political Science from 419 to 626, Sociology/Anthropology from 575 to 811, Economics from 292 to 494, and Modern Languages from 208 to 315. In all these cases the forecast increase in the future is at a significantly lower rate than has been occurring recently. If the forecasts are to prove correct, it would probably imply a stiffening of admission requirements at the institutions for the Arts faculties. There have been indications of such intentions at some institutions in recent years.

Visual and Performing Arts enrolments have declined from 860 in 1983-84 to 821 in 1988-89. The Commission views the forecast growth in Visual and Performing Arts from 821 to 936 as improbable.

Graduate enrolment in the Arts has increased from 242 to 309 between 1983-84 and 1988-89, and is forecast to increase to 386 by 1993-94. This figure appears to be reasonable when recent trends are taken into consideration. The increase is spread over most of the Arts subjects, with only Economics and Classics showing a projected decline.

4.7.2 Business

Table 3
Full-time Enrolments - Business Programs

	1983-84 Enrolments		1988-89 Enrolments		1993-94 Forecast	
Subject	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
Accounting	434		460		515	
Business Administration	2,132	224	1,932	287	1,829	542
Finance/Management	225		295		350	
Management/Administration	582		592		670	
Marketing	236		411		470	
Public Administration	7	38	4	30	4	33
Secretary/Office Admin	289		209		120	
Tourism/Hospitality			64		140	
Total all Business	3,905	262	3,967	317	4,098	575

Source: University Role and Planned Capacity Statements

Full-time undergraduate Business enrolments have grown at a lower rate than overall enrolment during the period from 1983-84 to 1988-89, increasing from 3,905 to 3,967, they are forecast by the institutions to grow to 4,098 by 1993-94, a figure consistent with other trends, though a little lower than might be anticipated if some limitations are put on Arts enrolments. During the same period part-time enrolments have increased by more than 50%, from 948 to 1,507. Part-time enrolments are forecast to increase by 10% during the next 5 year period a figure which may be on the low side.

Graduate Business enrolments have grown faster than undergraduate enrolments, increasing from 262 to 317 over the period 1983-84 to 1988-89. They are forecast to increase more rapidly in the future, to 575 by 1993-94. Part-time graduate students are also expected to increase significantly from 221 to 382 over the same period. In the context of graduate studies it should be noted that both Saint Mary's and Dalhousie expect to nearly double their full-time graduate enrolment, from 226 to 395 at Dalhousie, and from 91 to 180 at Saint Mary's.

4.7.3 Science and Engineering

(This analysis includes psychology with Science and excludes the Health Professions.)

Table 4
Full-time Enrolments - Science Based Programs

	1983-84 Enrolments		1988-89 Enrolments		Forecast 1993-94	
Subject	Undergrad	Graduate	Undergrad	Graduate	Undergrad	Graduate
Biology	1,099	97	1,244	118	1,308	165
Chemistry	329	38	468	38	541	61
Engineering	1,543	135	1,192	171	1,449	250
Geology	459	28	106	33	145	22
Home Economics	346		399	8	411	10
Math/Computer Science	965	25	693	59	797	77
Physics	107	10	155	20	190	27
Psychology	965	41	1,269	39	1,410	72
Various (Programs offered at one institution only	556	66	548	163	712	221
Total Sci. and Engineering	6,369	440	6,074	649	6,963	905

Source: University Role and Planned Capacity Statements.

Total undergraduate enrolments in Science and Engineering have shown a slight decline between 1983-84 and 1988-89, from 6,369 to 6,074. They are forecast by the institutions to increase to 6,963 by 1993-94. Enrolment changes vary widely among different Sciences, and the Commission has difficulty in accepting that the forecast growth is likely to take place. The areas of growth in Science and Engineering have been Physics, Chemistry, Biology, Home Economics and Psychology. The latter three fields have a high proportion of female students, who generally have been responsible for most of the increase in participation and hence overall enrolment growth over the past 5 years. Enrolments in Engineering and Applied Sciences have, however, followed much more closely the size of the 18-24 year old age group, which will continue to decline during the forecast period.

Biology enrolments have increased from 1,099 to 1,244, during the period from 1983-84 to 1988-89, and are forecast to increase to 1,308 over the next 5 year period.

Physics and Chemistry showed significant growth during the study period, with full-time undergraduate enrolments increasing from 107 and 329 to 155 and 468 respectively between 1983-84 and 1988-89. They are forecast to increase to 190 and 541 respectively by 1993-94, a figure that seems reasonable based on other trends.

Psychology enrolments have increased from 965 to 1,269 over the past 5 years and are forecast to increase to 1,410 by 1993-94, again a reasonable figure.

Enrolments in Engineering have declined significantly, from 1,543 in 1983-84 to 1,192 in 1988-89, while the institutions have forecast that they will increase to 1,449 by 1993-94. The Commission does not believe that this increase will take place, because of the shrinking age cohort and the continued lack of female participation. Actual numbers continued to decline in 1989-90.

Mathematics and Computer Science have also declined from 965 in 1983-84 to 693 in 1988-89, the institutions forecast a growth to 797 by 1993-94. The Commission does not expect this number to be achieved, as the demand for the integration of Computer Science courses into the programs of study of other disciplines has become so widespread that the demand for Computer Science as a major is not likely to increase.

Geology has declined sharply from an enrolment of 459 in 1983-84 to 106 in 1988-89, and is forecast to recover moderately to 145 by 1993-94. While this has been traditionally a very cyclical program, the Commission believes that this enrolment may not be achieved; as is the case with Engineering, enrolment has continued to decline in 1989-90.

Graduate enrolments in Science have increased from 440 in 1983-84 to 649 in 1988-89, and are forecast to further increase to 905 by 1993-94. While this forecast is not inconsistent with the experience over the past 5 years, other sources[1] have suggested that masters enrolments have peaked in the Sciences.

4.8 Enrolment by Gender

Table 5 shows the enrolment by gender for different majors for the years 1983-84 and 1988-89. The data show that women represent the majority of students in most Arts fields, with the exception of History, Economics, Political Science, Religious Studies and Philosophy, for both periods. Business programs are still dominated by men, but Public Administration now has a majority of females. Law continues to have slightly more males than females.

In the Sciences women continue to provide nearly all the Home Economics students, and during the period of review have become the majority in Biology, and maintain a small majority in Agriculture. In other Sciences men continue to predominate, though actual numbers of females have increased in both Physics and Chemistry. The number of women in Engineering has grown from 128 to 151, an increase from 8% to 13% as a percentage of total Engineering enrolments.

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[1] R. Kavanagh, "The Future Supply of Highly Qualified Engineers and Scientists and the Role of NSERC", Canada's Future Requirements for Highly Qualified Scientists and Engineers, National Sciences and Engineering Research Council of Canada, 1989, pp. 161-192.

Medicine and Dentistry have more males than females, but the other health professions are still predominantly female.

Table 5
Nova Scotia University Enrolment by Subject and Gender, 1983-84 and 1988-89
Full-time, Undergraduate and First Professional Programs

	1983-84		1988-89	
Subject	**Female**	**Male**	**Female**	**Male**
Arts/Science undeclared	2,351	2,064	3,041	2,291
Education	586	233	647	240
Physical Ed.	244	267	304	338
Recreation/Leisure	95	61	128	86
Fine and Applied Arts	392	310	392	309
Classics	14	20	18	17
English	248	135	362	216
French	122	39	217	66
History	93	151	135	214
Journalism/Communication	239	68	291	55
Other Language	26	8	22	7
Philosophy	15	36	32	50
Religious Studies/Theology	45	126	38	104
Commerce/Business/Management	1,409	2,217	1,536	2,231
Public Administration	2	5	83	12
Economics	44	106	113	212
Geography	13	39	13	33
Law	193	267	194	265
Political Science	93	156	170	243
Child study	207	1	187	1
Psychology	469	171	603	239
Secretarial	314	1	218	3
Social Work	72	22	73	13
Sociology	189	98	287	115
Community Studies	118	58	177	88
Agriculture	128	98	134	111
Biology and related	380	455	537	478
Home Economics	341	2	403	9
Architecture	52	130	54	128
Engineering	128	1,493	151	1,055
Dentistry	29	105	62	80
Medicine	136	247	148	218
Nursing	458	7	406	4
Pharmacy	177	61	180	75
Rehabilitation	123	15	182	28
Computer Science	140	476	62	308
Mathematics	81	200	62	147
Chemistry	60	137	87	177
Geology	72	229	15	61
Physics	7	64	17	88
Not reported	490	776	619	712

Source: Statistics Canada, USIS

4.9 Student Age

Table 6 shows the average age of full and part-time undergraduates for Nova Scotia universities for 1983-84 and 1988-89 (excluding international students). Figures 1 and 2 show the actual distribution of full-time and part-time student ages for the years in question. As can be seen from the table, over the five year period the average age for all full-time undergraduates has risen from 21.2 to 21.6 years, and of part-time undergraduates from 32.0 to 33.2 years.

Table 6
Average Age - Nova Scotia Undergraduates[1]
1983-84 and 1988-89

	1983-1984		1988-1989	
Institution	**Full-time**	**Part-time**	**Full-time**	**Part-time**
Acadia	20.7	33.4	21.2	33.7
A.S.T.	33.3	45.5	33.1	46.0
Dalhousie	21.7	29.7	22.1	31.1
Mount Saint Vincent	21.4	34.0	22.4	34.3
N.S.C.A.D	23.3	27.1	24.5	30.2
N.S.A.C.	20.0	28.5	21.1	30.8
N.S.T.C.	21.4		22.3	35.7
St. Francis Xavier	20.4	34.2	20.6	34.6
Saint Mary's	20.7	30.6	21.0	31.0
T.U.N.S.	23.0	26.2	23.6	27.9
U.C.C.B.	20.4	33.6	21.3	34.7
U. of Kings College	20.0	27.8	20.1	25.6
U. Sainte-Anne	21.4	34.6	22.5	40.1
Province	21.2	32.0	21.6	33.2

[1] Excludes International Students.
Source: Statistics Canada, USIS

Several program changes have had an influence on the increase in average [illegible] including the introduction of four-year Arts programs, the lengthening by one year the program for engineers at TUNS, and at NSAC the full impact of the degree program was not present in 1983-84. An examination of Figure 1, shows that the number of full-time undergraduates has increased for all ages, suggesting that the increase in average age overall is at least partially explained by students taking longer to graduate.

The age structures for individual institutions are significantly different from the provincial picture at UCCB, NSAC, TUNS and Mount Saint Vincent. At each of these institutions, despite increased enrolment, there is an actual decline in students in the youngest age categories.

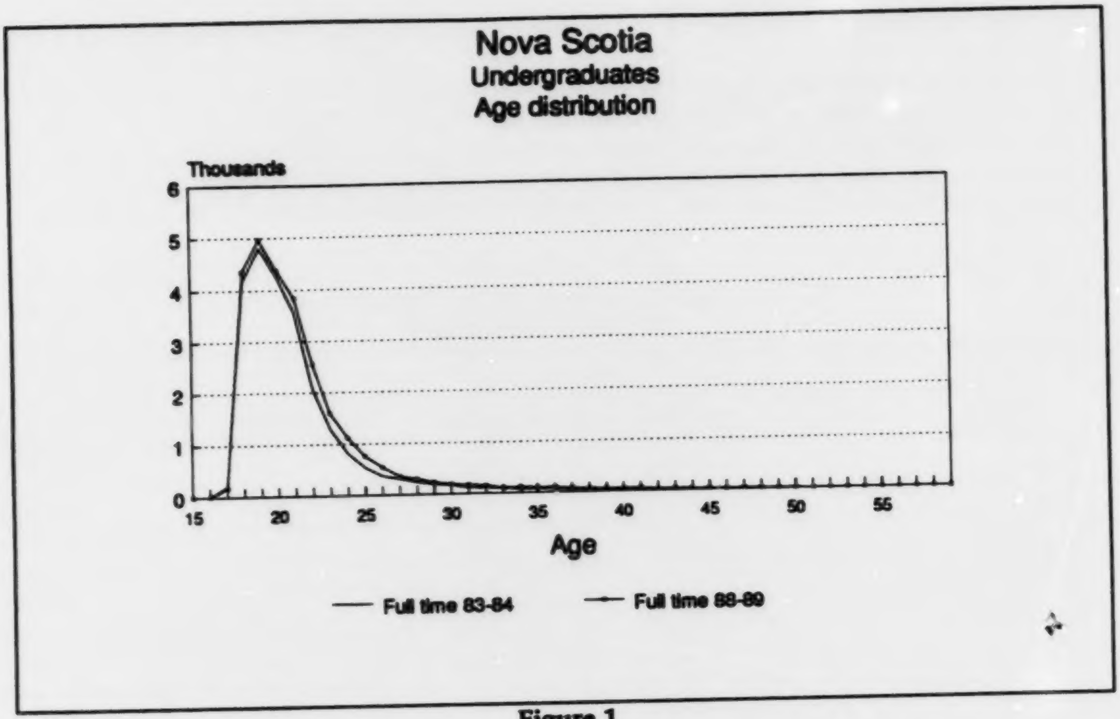

Figure 1

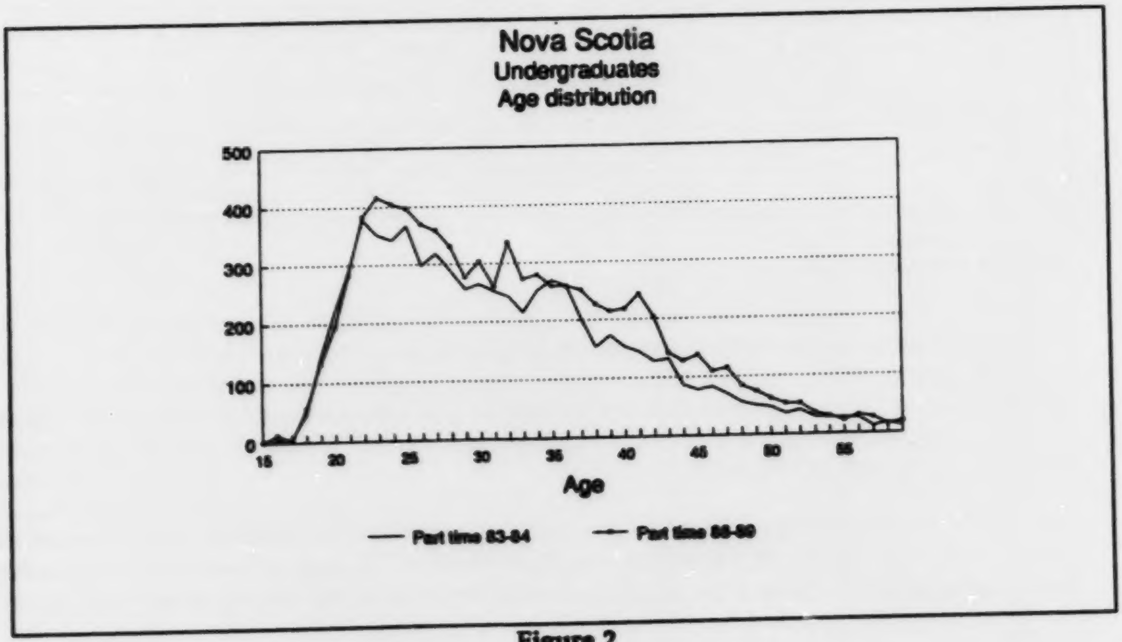

Figure 2

4.10 Faculty

Overall there has been practically no change in student/faculty ratios over the past 5 years. In 1983-84, full-time enrolment was 22,386 and 1,855 full-time faculty for a ratio of 12.1:1, and in 1988-89, full-time enrolment was 24,729 with 2,082 full-time faculty for a ratio of 11.9:1. In this context it should be noted that comparable student faculty data for 1980-81 gave a ratio of 10.8, as there were very significant enrolment increases in the first part of the decade. However, the increasing Arts enrolments, and the decline in enrolment in many of the Sciences has resulted in significant changes in detail.

As the Role and Capacity Statements did not capture faculty numbers for 1983-84, the comparisons given have been derived from Statistics Canada data. Table 7 illustrates the changes that have taken place over the 5 year period used in the Role and Planned Capacity Statements, and also shows comparable data, where available for 1980-81. It will be noted that while there have been marginal improvements in student faculty ratios since 1983-84, only TUNS, UCCB, NSCAD and AST have succeeded in returning to levels better than those at the beginning of the decade.

Table 7
Student Faculty Ratios by Institution, 1980-81, 1983-84 and 1988-89

	1980-81 (Full-time)			1983-84 (Full-time)			1988-89 (Full-time)		
University	Student	Faculty	Ratio	Student	Faculty	Ratio	Student	Faculty	Ratio
Acadia	2,761	211	13.1	3,256	228	14.3	3,443	258	13.3
AST	104	9	11.6	104	5	20.8	66	11	6.0
Dalhousie	7,072	813	8.7	7,814	872	9.0	8,278	916	9.0
King's[1]	371	11	33.7	492	11	44.7	610	18	33.9
M.S.T.V.	1,439	106	13.6	1,771	124	14.3	2,062	150	13.8
NS[illegible]				460	54	8.5	469	61	7.7
NSCAD	491	42	11.7	490	46	10.7	464	52	8.9
St. Mary's	2,274	188	12.1	3,131	173	18.1	4,072	214	19.0
St. Anne	162	26	6.2	158	28	5.6	296	37	8.0
St.F.X	2,171	152	14.3	2,483	155	16.0	2,699	172	15.7
TUNS	791	75	10.5	1,032	95	10.9	990	111	8.9
UCCB	619	61	10.2	1,195	64	18.7	1,280	82	15.6
Nova Scotia	18,255	1,694	10.8	22,386	1,855	12.1	24,729	2,082	11.9

Source: Statistics Canada, UCASS

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[1] Many of the students at King's are taking courses from Faculty at Dalhousie, some are in fact funded by King's through transfers of funding to Dalhousie. For this reason, the recorded ratios are not realistic.

[2] Includes vocational and technical programmes.

(It must be emphasized that both Tables 7 and 8, are derived entirely from Statistics Canada's University and College Academic Staff Survey rather than the Role and Planned Capacity Statements. While the reporting methodology and calculations are consistent, these numbers include full-time faculty only, and do not reflect different utilisation and definitions for part-time faculty at different institutions and time periods. These factors make actual comparisons more difficult.)

In terms of subjects of study, the most marked decreases in student faculty ratios are found in Engineering and Applied Sciences, and in Maths and Physical Sciences, both of which have seen declines to approximately 60% of their 1983-84 level. In both cases there has been an absolute decline in enrolment, as well as an increase in faculty numbers. In the case of Engineering the increase in faculty is almost entirely at TUNS, and it should be noted that during this period the length of time spent at TUNS for the Engineering Program increased from two years to three.

Table 8
Student Faculty Ratios by Program Grouping

	1983-84 (Full-time)			1988-89 (Full-time)		
Subject	Student	Faculty	Ratio	Student	Faculty	Ratio
Agriculture and BioSci	1,324	112	11.8	2,025	129	15.7
Education, Phys Ed, Rec	1,335	133	10.0	1,660	135	12.3
Engineering, Appl. Sci	1,945	97	20.0	1,555	110	14.1
Fine and Appl Arts	721	87	8.3	722	89	8.1
Health Professions	1,888	341	5.5	2,001	322	6.2
Humanities and related*	2,894	310	9.3	3,532	389	9.1
Maths and Phys. Sci	1,629	232	7.0	1,220	266	4.6
Social Sci and related*	10,285	487	21.1	11,534	581	19.9

*Adjusted to include non reported majors
Source: Statistics Canada, UCASS

4.11 Research

Evaluation of research effort in a simple format is recognised as being problematic. However, using available sources, some quantifiable data is available that enables some general assessment to be made.

Table 9 shows university research activity, classified by source of funding, while Table 10 shows the breakdown of federal research funding by agency. Table 9 also shows the number of research projects and the number of faculty involved in research. It is evident that Dalhousie University is the dominant institution in terms of research, with 65% of total research expenditures. Average funding available for each research project is much higher at Dalhousie than at other institutions, but it still has 35% of the total research projects at institutions, and 40% of the faculty involved in these projects.

Table 9
University Research Activity

		GOVERNMENT FUNDED			PRIVATELY FUNDED			OWN SOURCE FUNDED			TOTAL RESEARCH		
		$	No. of	No. of	$	No. of	No. of	$	No. of	No. of	Total $	Total	Total
		(000's)	Projects	Faculty	(000's)	Projects	Faculty	(000's)	Projects	Faculty	(000's)	Projects	Faculty
ACADIA UNIVERSITY													
	TOTAL	1,014	102	81	168	13	13	182	278	211	1,364	393	305
DALHOUSIE UNIVERSITY													
	TOTAL	22,072	526	517	5,202	149	156	1,251	47	49	28,524	722	722
MOUNT SAINT VINCENT UNIVERSITY													
	TOTAL	243	49	11	26	4	1	73	23	32	341	76	44
NOVA SCOTIA AGRICULTURAL COLLEGE													
	TOTAL	1,232	68	62	132	13	12	38	3	5	1,401	84	79
ST. FRANCIS XAVIER UNIVERSITY													
	TOTAL	837	132	76	43	11	11	176	106	94	1,056	249	181
SAINT MARY'S UNIVERSITY													
	TOTAL	4,370	68	60	517	25	18	322	44	41	5,209	137	119
TECHNICAL UNIVERSITY OF NOVA SCOTIA													
	TOTAL	582	17	34	842	5	14	65	6	7	5,695*	386	300
UNIVERSITÉ SAINTE-ANNE													
	TOTAL	0	0	6	0	0	1	0	0	0	0	0	7
UNIVERSITY COLLEGE OF CAPE BRETON													
	TOTAL	54	14	13	1	1	1	37	19	18	92	34	32
	N.S. TOTAL	30,404	976	860	6,931	221	227	2,144	526	457	43,682	2,081	1,789

*Note: Breakdown on TUNS Engineering research funding not available; Saint Mary's University figures for the number of projects and faculty are those from academic departments only and do not include those associated with the University's Institutes and Centres.

Source: University Role and Planned Capacity Statements

Table 10
Federal Research Funding Sources, 1988-89 ($000's)

	SSHRC	H & W	NSERC	MRC	OTHER	TOTAL
Acadia	288		459		440	1,187
Dalhousie	476	612	6,514	6,029	5,638	19,269
Mount St. Vincent	111		162		939	1,212
N.S. Agricultural College			276		924	1,200
St. Francis Xavier	143		596		319	1,058
Saint Mary's	255		441		190	886
T.U.N.S.	24		1,871		1,925	3,820

Source: Financial Statistics of Universities and Colleges - Statistics Canada/CAUBO

The Technical University of Nova Scotia occupies a preeminent role in the fields of study in which it operates, which are complementary with activity at Dalhousie. Research expenditures at Saint Mary's are comparable to those at TUNS, but cover a quite different and broader spectrum of activities. Saint Mary's, in common with St. Francis Xavier and Acadia, receive funding levels from NSERC that are high for universities of their size, but these amounts are still small compared to Dalhousie. There is much less variation in the level of funding received from SSHRC.

4.12 Graduate Programming

Commission policy has advocated that only Dalhousie and TUNS offer programs at the Ph.D. level in Nova Scotia (the only exception is the Doctor of Ministry Program at the Acadia Divinity College). Other institutions are permitted to offer Masters programs in areas of special expertise. It is the Commission's view that where faculty numbers are small, while it may be possible to offer post-graduate study, the range of experiences available to a graduate student will be substantially less than those that could be obtained from a larger group of both professors and peers.

It is recognised that faculty undertaking research programs may be able to fund research students in masters programs. However, there are also effective examples of honours undergraduate students providing research support, while at the same time enriching their undergraduate programming.

5. UNIVERSITY FUNDING

5.1 Formula for Provincial Funding

In recent years the funding formula has been based on three components: base funding, enrolment, and equalisation. Each year an increase has been provided to the total system to reflect increased costs of operation. Approximately 25% of the assistance has been allocated to each institution in accordance with the weighted full-time equivalent enrolment averaged over the previous three years and a fixed grant unit, which has changed each year. The balance has been allocated to each institution in accordance with its previous base grant as a flat percentage increase. In addition, to counteract the different historic grants to institutions from the Government, there has been an equalization grant provided, that was intended to modify the funding over a period of ten years. The intention of the equalization grant has been to enable the universities with lower base funding to get closer to the regional average. As of 1990 the Nova Scotia Government has announced its intention to wind up the equalization payments, and to go to a new funding basis. The new funding method involves the use of a base amount, together with funding for specific envelopes for particular activities.

For the 1990-91 fiscal year, universities were invited to submit requests on a project by project basis for funding from the envelopes.

5.2 Sources of Income

The total income for Nova Scotia universities in 1988-89 was $375.0 million. $200.1 million or 53.4% of total income was in the form of grants from the Provincial Government. The next most important revenue source was fees of $55.3 million or 14.7% of the total. The sale of services generated $42.4 million or 11.3%. Grants from the Federal Government primarily for research purposes totalled $35.3 million or 9.4%. Bequests and donations generated another $20.1 million or 5.4%, while investment income realised $14.3 million or 3.8%.

The main differences in the sources of funding for Nova Scotia universities as compared to national averages, are in Provincial grants, where the national average is 60.9%, and in fees, where the national average is 10.9%. The national figures for sales of services and investment income are 8.4% and 2.8% respectively. In total Nova Scotia universities receive 37% of their income from non government sources, as opposed to a national figure of 30%. For the other Maritime provinces the Government contributions amount to 74.5% in Prince Edward Island, (71.3% from the Province), and 65.8% in New Brunswick (59% from the Province).

The figures for individual universities vary widely from the Provincial average figures. Table 11 shows the data for each institution. The percentage of funding derived from the Provincial grant varies from a low of 36.3% at the Université Sainte-Anne, to 77.2% at NSCAD, while income from bequests and donations ranges from 0% at the University College of Cape Breton and Nova Scotia Teachers College to 27.3% at Atlantic School of Theology. Kings has the highest percentage of investment income at 13.5%, while NSAC and NSTC have none. (It should be noted that the funding arrangements between Kings and Dalhousie may distort the Kings figures in this comparison.)

Table 11
Sources of Total Income, Nova Scotia Universities Compared to All Canadian Universities, 1988-89

	FEDERAL GRANTS		PROVINCIAL GRANTS		OTHER GOV'T		FEES		BEQUESTS DONATIONS		SALES OF SERVICES		INVESTMENT INCOME		OTHER INCOME		TOTAL	
	($000's)	%	($000's)	%	($000's)	%	($000's)	%	($000's)	%	($000's)	%	($000's)	%	($000's)	%	($000's)	%
Acadia	1,490	3.6	19,167	46.6			7,312	17.8	3,350	8.1	8,416	20.5	1,312	3.2	70	0.2	41,117	100
A.S.T.			790	46.2			152	8.9	466	27.3	261	15.3	41	2.4			1,710	100
Dalhousie	20,286	12.5	85,541	52.6	255	0.2	18,702	11.5	12,141	7.5	12,343	7.6	8,518	5.2	4,894	3.0	162,680	100
Mount Saint Vincent	1,212	5.6	11,328	52.7			4,638	21.6	116	0.5	3,144	14.6	447	2.1	629	2.9	21,514	100
N.S. Agricultural College	1,200	8.9	9,497	70.3	777	5.8	533	3.9	171	1.3	1,344	9.9					13,512	100
N.S.C.A.D.			5,822	77.2			1,140	15.1	16	0.2	396	5.2	169	2.2			7,543	100
N.S. Teachers College			3,822	72.3			620	11.7			842	15.9					5,284	100
St. Francis Xavier	1,058	3.7	14,779	51.7			5,093	17.8	509	1.8	5,994	21.0	924	3.2	244	0.9	28,601	100
Saint Mary's	4,063	10.6	17,423	45.6	58	0.2	8,647	22.6	1,048	2.7	5,676	14.9	841	2.2	455	1.2	38,211	100
T.U.N.S.	5,538	19.3	16,021	55.9	4	0.0	3,323	11.6	2,120	7.4	1,120	3.9	526	1.8	15	0.1	28,667	100
U. Sainte-Anne	475	7.9	2,170	36.3			1,349	22.6	62	1.0	1,878	31.4	41	0.7	2	0.0	5,977	100
U.C.C.B.			11,650	72.1			3,579	22.1					938	5.8			16,167	100
U. of King's College			2,130	52.5			218	5.4	131	3.2	972	23.9	549	13.5	59	1.5	4,059	100
TOTAL NOVA SCOTIA	35,322	9.4	200,140	53.4	1,094	0.3	55,306	14.7	20,130	5.4	42,376	11.3	14,306	3.8	6,368	1.7	375,042	100
TOTAL CANADA	723,533	8.8	5,021,660	60.9	29,148	0.4	898,618	10.9	514,584	6.2	693,223	8.4	230,333	2.8	128,440	1.6	8,239,539	100

Source: C.A.U.B.O. and M.P.H.E.C.

Table 12
Sources of General Operating Income, Nova Scotia Universities Compared to All Canadian Universities, 1988-89

	FEDERAL GRANTS		PROVINCIAL GRANTS		OTHER GOV'T		FEES		BEQUESTS DONATIONS		SALES OF SERVICES		INVESTMENT INCOME		OTHER INCOME		TOTAL	
	($000's)	%	($000's)	%	($000's)	%	($000's)	%	($000's)	%	($000's)	%	($000's)	%	($000's)	%	($000's)	%
Acadia			19,054	70.5			7,258	26.9	359	1.3			284	1.1	54	0.2	27,009	100
A.S.T.			760	54.5			152	10.9	466	33.4			16	1.1			1,394	100
Dalhousie	449	0.4	81,810	80.5	7	0.0	18,525	18.2	257	0.3					634	0.6	101,682	100
Mount Saint Vincent			11,168	67.0			4,638	27.8					245	1.5	629	3.8	16,680	100
N.S. Agricultural College			7,672	85.1	777	8.6	533	5.9	28	0.3							9,010	100
N.S.C.A.D.			5,822	82.0			1,140	16.1					138	1.9			7,100	100
N.S. Teachers College			3,822	86.0			620	14.0									4,442	100
St. Francis Xavier			14,303	72.5			5,093	25.8	172	0.9					149	0.8	19,717	100
Saint Mary's			16,805	64.2			8,647	33.0	63	0.2			408	1.6	256	1.0	26,179	100
T.U.N.S.	1,718	8.7	14,638	74.4			3,323	16.9					3	0.0			19,682	100
U. Sainte-Anne	475	11.9	2,170	54.3			1,349	33.8									3,994	100
U.C.C.B.			11,650	76.5			3,579	23.5									15,229	100
U. of King's College			2,101	80.7			218	8.4	19	0.7			211	8.1	55	2.1	2,604	100
TOTAL NOVA SCOTIA	2,642	1.0	191,775	75.3	784	0.3	55,075	21.6	1,364	0.5			1,305	0.5	1,777	0.7	254,722	100
TOTAL CANADA	13,109	0.2	4,332,744	80.6	5,071	0.1	894,043	16.6	20,178	0.4			68,703	1.3	42,546	0.8	5,376,394	100

Source: C.A.U.B.O. and M.P.H.E.C.

In order to make a clearer comparison of the impact of fees and government grants on the actual operating revenues of the universities, Table 12 shows the breakdown of general operating income only. This table excludes sponsored research, special purpose and trust income, and funding related to ancillary enterprises and plant.

It can be observed from Table 12 that with the exception of the Atlantic School of Theology and the University of King's College, over 90% of the operating revenues are derived from either government grants or fees. Most institutions draw over 95% of their operating funding from these sources. Despite this, however, there is a significant variation between the proportions of revenue derived from the two sources. Grant revenues range from 54.5% of operating income at the Atlantic School of Theology, to 86% at the Nova Scotia Teachers College. Fees as a source of operating income range from 5.9% of operating income at the Agricultural College, to 33.8% (10.2% non-credit) at the Université Sainte-Anne.

To interpret this in another way, while fees are generally comparable between institutions, with the exception of the Agricultural College, which has low fees for its technology program, a 10% increase in fees represents an increase in operating income of more than 3% at Saint Mary's, Mount St. Vincent or the Université Sainte-Anne, but an increase of less than 1% in operating income at the Agricultural College or the University of King's College. In a similar way, an increase of 5% in provincial grant has an impact on operating income that ranges from 2.7% at Atlantic School of Theology, to 4.3% at the Agricultural College.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Purpose and Assumptions

The data and analyses in the earlier sections of this report are based primarily upon the Role and Planned Capacity Statements. It remains now to identify issues that arise from these data and analyses and to make recommendations to government and to the universities that would form the basis for the establishment of the required plan. We begin with certain assumptions.

a) As did the Royal Commission on Postsecondary Education in Nova Scotia five years ago, we take the number of degree granting institutions in Nova Scotia as given. We accept, too, the Royal Commission's judgement that, although these institutions should continue to exist and to maintain their identities and traditions, in many instances long-standing and of great value and importance, they should, for purposes of planning, financing and meeting the needs of Nova Scotia, be considered and consider themselves as a university system.

b) We assume that the Nova Scotia system will continue to be a fully cooperating part of the Maritime regional system, and through cooperation of MPHEC, NSCHE and the universities of the three provinces, will continue regional planning and will provide regional programs as in the past.

c) We assume that, speaking generally, the Nova Scotia institutions will continue to regard themselves as they do in the Role and Planned Capacity Statements. Four of these institutions - Acadia University, Mount Saint Vincent University, St. Francis Xavier University and Saint Mary's University - offer a comprehensive range of programs primarily at the undergraduate level; six - Atlantic School of Theology, Nova Scotia Agricultural College, Nova Scotia College of Art and Design, Nova Scotia Teachers College, Technical University of Nova Scotia and University of King's College - specialize in particular disciplines at various levels; two - University of College of Cape Breton and Université Sainte-Anne - provide a range of programs to particular population groups; and one - Dalhousie University - is a full service university offering a wide range of programs through the graduate level that also serves as the Maritime region's centre for education and training in the health professions. Seven of the institutions are located in metropolitan Halifax with the balance spread geographically through the Province. The institutions range in size in approximate terms from 100 to 8,500 full-time students.

d) We assume that the university system will continue, generally, the now long-standing agreement and practice of concentrating graduate studies at Dalhousie University, with the other institutions confining themselves to Masters level programs in a relatively few areas of special and particular strength and competence and that doctoral programs will be developed at Dalhousie with the exception of those pertaining to the mandate of the Technical University of Nova Scotia in Engineering and allied fields and of doctorates of Divinity or Theology, currently offered at the Acadia Divinity School, and of programs in any other field in which, as time passes, another institution might develop unique strengths not present at Dalhousie.

e) We assume that within the general framework as summarized in 6.1(b) the established and well-accepted special interests and responsibilities of the various individual institutions will remain unchanged - for example, Mount Saint Vincent's special role with respect to women, Saint Mary's University's definition of itself, the "epitome of an urban university," and the unique responsibilities of Université Sainte-Anne with respect to Acadian language and culture.

f) We assume that, although efforts to find alternative sources will be continued and intensified, government will continue to be the principal source of university financial support. Consequently, the priorities of government with respect to the economic and social development of Nova Scotia, and the availability of tax-based public funds, given the limited resources of the Province, will have to be fully considered in the establishment of a development plan, as well as the existing and future aspirations of the universities.

g) We assume that universities and government alike accept that public funds for the support of university programs and services are limited and that planning must proceed on that assumption and that, generally, government recognize the prime importance of university programs and services to the future of the province and of the country and will give a high priority to allocating necessary funds to the support and future development of these programs and services and to the necessity of planning so that the limited public funds available are spent so as to achieve the greatest possible benefit.

h) We assume that the universities accept that, within the considerable stability and continuity implied in our previous assumptions, planning must result in significant change and, equally, that government understands that while significant change can and will mean better use of public funds, significant change cannot be introduced into a long-established and complex system without necessary funds to support the changes.

i) We assume that all understand and agree that it is within the universities and only within the universities that the experience, knowledge, training and understanding exist necessary to define university programs and services and to adjust them to the necessary discipline of an overall system plan and that, equally, only government can define provincial priorities and financial capability.

j) We assume that it is understood that it is the function of the Nova Scotia Council to interpret the views and positions of government to the universities and, equally, to interpret the views and positions of the universities to government.

k) In accordance with the previously agreed position of the Council and the Commission, all recommendations are initially directed to the universities for action. It is understood that the Council and the Commission will only act on recommendations that the universities cannot resolve themselves.

6.2 Low demand programs and limited staff departments[*]

Some programs are offered at several institutions, while having very few students enroled in them as a major. It has been suggested that some departments are maintained at considerable expense largely in the interest of one or two professors qualified to teach in them.

An examination of the statistics in the Role and Planned Capacity Statements, a selection of which are included in Tables 13, 14 and 15, would not support the belief that such situations are common or wide-spread. There are, however, situations that raise questions not only about the financial wisdom of the use of resources to support programs with few students and/or departments with few faculty, but also about the quality of what is being done. There is a school of thought that suggests that a serious discipline cannot be adequately dealt with if there are too few students or perhaps only one or two professors. Equally importantly and perhaps less arguably, there is the question of the availability of sufficient library resources and of sufficient equipment when either or both will be used by few people.

This argument is sometimes, of course, turned on its head by advancing the view that the fewer the students and the fewer the professors the more intense the personal contact and influence and the more significant the learning.

Table 13
Examples of Small Enrolment Teaching Departments, 1988-89

	Number of Institutions	Total Program Enrolments[1]	Total Course Registrations[2]
Geology	5	106	903
Philosophy	6	135	3,381
German	2	9	605

[1] Enrolments are defined as students listed pursuing a subject as a major.
[2] Registration are defined as the number of registrations in courses in the subject.

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[*] The several issues and recommendations that follow are arranged in an entirely random order, representing nothing more than the order in which they were culled from various documents during writing of the report. They do not indicate in any way whatsoever a ranking in terms of importance, of clarity, of certainty or of placement in a sequence of associated actions.

Table 14
Undergraduate Faculty Ratios, Extreme Examples, at the Low End (based on 1988-89 enrolments)

Institution	Subject	Program Enrolments per faculty	Course Registrations per faculty
Acadia	Spanish	0.9	61.4
Dalhousie[1]	Spanish	1.6	52.8
	Russian	3.3	62.7
Mount Saint Vincent	Physics/Chemistry	2.2	53.5
St. Francis Xavier	Physics	6.9	39.3
Saint Mary's	Philosophy	4.6	99.3
University College of Cape Breton	Geology	2.0	20.0

[1]Dalhousie student numbers do not include first year undeclared majors, and therefore tend to be low by up to 25%.

Table 15
Student Faculty Ratios, Extreme Examples, at the High End (based on 1988-89 enrolments)

Institution	Subject	Program Enrolments per faculty[1]	Course Registrations per faculty[2]
Acadia	Business Administration	25.0	91.6
Dalhousie	Engineering	32.1	65.0
Mount Saint Vincent	Public Relations	30.5	61.1
Saint Mary's	Marketing	46.8	103.6
St. Francis Xavier	Business Administration	41.7	104.9

[1]Full-time and part-time enrolments divided by Full-Time Equivalent Faculty.
[2]Course registration divided by Full-time Equivalent Faculty.

We would urge that this issue be carefully examined by each university individually, by all in consort and by any two or three involved in the teaching of certain disciplines or programs in which numbers of students or faculty, available resources or financial considerations would warrant a joint consideration of possible changes.

We would urge most strongly and sincerely that in considering this and subsequent issues and questions all realize that what is at issue is provision of the highest possible quality of university programming in the most efficient way. There is no wish to act against the aspirations of either institutions or individuals, or groups within the institutions, but, to put the matter with complete candour, the sole standard must be the larger interests of the province, of students and of the university system as a whole.

Those examining the Role and Planned Capacity Statements from the point of view of this issue cannot help but be impressed by the wide variation in some instances between the number of students studying a given discipline because it is their major field of interest and in the number simply registered to provide one of a number of acceptable credits toward a degree in some other field - not necessarily related. We are well aware that examining this situation brings one quickly to considerations related to the determination of appropriate requirements for a degree - something that is clearly the business of the university only. Nevertheless, we cannot escape the question, "just what is the public interest in continuing to fund certain activities of this kind?"

With respect to the foregoing, then, we would recommend that:

1. The universities examine carefully, individually or jointly as appropriate, each program or discipline it offers to determine whether the number of students served, the number of faculty engaged, the library, equipment and other resources available, the quality of work achieved and the cost effectiveness of the effort justify continuing to offer it in its present form and manner;

2. The universities suggest, where appropriate, either the discontinuance of such programs and disciplines or cooperative arrangements with other institutions;

3. The universities suggest guidelines for the Council and the Commission with respect to the number of students, the number of faculty, the extent of resources and equipment and per student cost levels upon which decisions with respect to recommending continuance of programs and disciplines or the introduction of programs and disciplines might be based in future.

6.3 Quality

A question that comes to mind frequently when considering the Role and Planned Capacity Statements is, "just how does anyone know how good a job is being done?"

We do not have to emphasize the sensitivity and difficulty of this question. Nevertheless, it is clearly a question central to the establishment of our long range plan. Most of the universities made frequent use of the word "excellence" in their Role and Planned Capacity Statements. Yet the term is rarely defined and only in a relatively small number of instances was any effort made to refer to any standard by which the quality of work was assessed.

Clearly, the goal of having public and other funds invested in universities applied in the most effective way cannot be separated from some means of knowing how well a university program or service is delivered. We do not under-estimate the difficulty of what we are proposing. We are aware that it is probably universally agreed that there cannot be any perfect, totally objective or entirely trustworthy measure of the quality of an educational program. Nevertheless, we hold the increasingly wide-spread view that the planning and financing of a university system must be based on better measurements of quality and effectiveness than are frequently now available.

We therefore recommend that:

1) The universities identify, agree upon and suggest to the Council and to the Commission acceptable procedures for assessing the quality of university programs and services that will assist the making of recommendations related to a coordinated system of university education and the most effective allotment of public funds.

6.4 Graduate Programming and Research Activities

A number of universities describe themselves as primarily engaged in undergraduate education, with masters programs being offered in fields of special strength and competence. The universities offering such programs, and the fields in which they offer them are shown on Table 16. The question arises, again, "How does one define an area of 'special strength and competence' and by whom is the defining done?" The question has relevance not only to programs now in being - should they be continued or discontinued?, should they be expanded or contracted?, should they be reconsidered as parts of a cooperative effort among a number of institutions? - but also in relation to the development and approval of additional masters programs.

Table 16
Masters Programs

	Acadia	AST	Dal	MSV	NSCAD	SFX	SMU	TUNS
Agriculture & Biology	x		x					x
Education	x		x	x	x	x	x	
Engineering & Applied								x
Fine & Applied Arts					x			
Health Professions			x					
Humanities	x	x	x				x	
Mathematics & Physical	x		x				x	x
Social Science	x		x				x	x

While, as we have indicated, we assume that the centre of doctoral studies will continue to be at Dalhousie University, we have been most impressed by arguments in favour of involving more of the outstanding scholars at other universities in the highest levels of graduate study. Such arrangements would, it appears to us, provide for the best use of all outstanding faculty at the various universities, enhance the capacity of the primarily undergraduate institutions to attract and to hold outstanding scholars, enrich the program possibility in all institutions, and stimulate research and the attraction and training of future researchers throughout the province. The eventual success of efforts to establish a doctoral program in Clinical Psychology at Dalhousie with the full participation of faculties from Acadia, Mount Saint Vincent and Saint Mary's demonstrate that such cooperative programming is feasible.

We therefore recommend that:

1. The universities identify, agree to and recommend to the Council and to the Commission an acceptable means of identifying areas of special strength and competence in which the primarily undergraduate universities might offer a masters program to the general benefit;

2. The universities concerned, either individually or in consultation, as appropriate, identify masters programs that should be continued where they are now offered, masters programs that should be discontinued, and disciplines or interdisciplinary areas in which cooperative masters programs should be developed;

3. The universities identify and recommend to the Council and to the Commission guidelines for the identification of areas in which doctoral programs now offered and doctoral programs that may be established as joint efforts in which other universities, as appropriate, will cooperate together with Dalhousie University to develop doctoral programs that will make the maximum use of faculty and material resources available throughout the province;

4. The universities consider the most effective way of making necessary resources available to support masters and doctoral programs, including the use of available technology, and the importance of the Dalhousie University Library as a resource generally available to universities, in particular for graduate programs.

Questions related to research are in many ways closely associated with the aspects of graduate studies discussed above. In a similar vein, cooperative effort, including both direct cooperation and joint activity among faculty and, perhaps more particularly, joint access to and use of resources and equipment, must be favoured in a province with such a small population and so few resources and such a large number of degree granting institutions.

At the same time, the two issues are not entirely congruent. St. Francis Xavier University, in particular, in its Role and Planned Capacity Statement, indicated that it is perfectly possible to maintain an enviable status in research through a limited number of masters programs and excellent honours programs.

Table 17
Research Funding

	Total ($000's)	Projects	Faculty
Acadia University	1,364	393	305
Dalhousie University	28,524	722	722
Mount Saint Vincent University	341	76	44
Nova Scotia Agricultural College	1,401	84	79
St. Francis Xavier University	1,056	249	181
Saint Mary's University	5,209	137	119
Technical University of Nova Scotia	5,695	386	300
Université Sainte-Anne	0	0	7
University College of Cape Breton	92	34	32

Dalhousie University has been and will remain the major research university in the province, as is clearly indicated in the information in Table 17. The Technical University of Nova Scotia has a major part to play in research, and has stressed in its Role and Planned Capacity Statement its particular strength in the field of contract research and applied research. Saint Mary's University has achieved a comparable level of funding to the Technical University of Nova Scotia.

At the same time, we must note that St. Francis Xavier, Acadia and Mount Saint Vincent also point with pride and satisfaction to the quantity and quality of research performed by their faculties and supported by external granting councils.

Of considerable significance is the view held in many quarters that, while first class advanced training in research may be possible or advisable only at universities of some size, with substantial graduate, in particular doctoral, programs and adequate resources, careful observation suggests that smaller institutions are perhaps more successful in orienting undergraduate and first graduate degree candidates toward advanced study and in particular toward careers in research. The importance of maintaining research at our undergraduate universities and providing encouragement to the outstanding researchers on their faculties has been impressed upon us. We therefore recommend that:

1) The universities identify, agree upon and recommend to the Council and to the Commission ways and means of providing for regular and maximum cooperation among the universities. In ensuring that no opportunity is missed to develop cooperative research projects, that the capacities of faculty in all institutions are used to the maximum in furthering research in Nova Scotia, that library resources and equipment are shared and made generally available and that, in particular, Dalhousie University undertake to involve competent researchers and scholars from other institutions in Nova Scotia in research developed at Dalhousie.

2) The government, to the extent that funds are available, assist the universities with the indirect costs of research when these are not covered by grants, and that the government in particular favour research projects in which more than one university is cooperatively involved, whether support comes from the Department of Advanced Education and Job Training or from other government departments.

6.5 Transfer of Credit

If cooperative development of programs in both undergraduate and graduate studies is desirable, as we have suggested, it would seem to follow that acceptance by each university of credits earned at others within the province should be as general as possible. It is difficult for the lay person to comprehend why there should be any objection or opposition to such a proposal unless one institution doubts the quality of the programming in another or in all others. If we can assume agreement among the universities, as recommended in 6.3, upon means of assessing the quality of programs, presumably in time, programs of poor quality would be either improved or discontinued, thereby greatly reducing grounds for such objection. We therefore recommend that:

1) The universities of Nova Scotia identify and agree upon steps that must be taken to ensure that within a given period - say three years - credit given by one institution within the province will have general recognition in all others, it being understood that students would be required to earn a reasonable number of credits at the university conferring degrees upon them.

6.6 Dalhousie and the Technical University of Nova Scotia

It appears to us that the instructional, graduate and research activities of Dalhousie and the Technical University of Nova Scotia are, in a considerable degree, complementary to one another and mutually supportive. The two institutions are anomalous in isolation, with the lack of Applied Science at Dalhousie, and Arts at the Technical University. We would therefore support the view, held by many and advanced with vigour for some time, including in a quite recent proposal, that there should be a closer and integrated relationship between the activities of the two universities. Without further comment, therefore, we recommend that:

1) Dalhousie and the Technical University of Nova Scotia, together with other universities within the province co-operating with TUNS in the education of engineers as appropriate and in close consultation with government and the Council, begin an immediate careful study of ways and means the two universities can enter into closer and more cooperative relationships to the benefit of both universities, their student bodies and the economy, such cooperation to be manifest in all aspects of university planning and programming including instruction, sharing resources and cooperation in research projects.

6.7 Extension, Continuing Education and Distance Education

Most of the degree granting institutions are engaged in continuing education to a greater or lesser extent. Several provide extension programs through off-campus classes and are also involved in distance education of one kind or another.

Continuing education will become an increasingly significant part of the university's activity everywhere in the world in the coming decade. Similarly, it is generally agreed that both continuing and general education will be made available to remote populations and to adult populations generally, at specific off-campus receiving stations, in the work place and at home through refinements on traditional correspondence courses and, more particularly, through an increasingly sophisticated and imaginative use of modern communications technology.

Although several of our institutions are engaged in all these activities, some to a quite significant degree, it is still true to say that this is, generally, an area in which future development will be great and in which there is still time to avoid fractionalization of effort and a wasteful duplication and perhaps competition.

There is a further need for serious consideration of the appropriate parts to be played by the universities, by the community college system, by the public school and by other possible participants in these activities. Government has already indicated an awareness of the importance of this entire field by establishing the Nova Scotia Communications Agency. The possibilities for general cooperation in the interest both of the quality and availability of educational programming and of cost efficiency are great indeed. Without further analysis here, therefore, we recommend that:

1. Universities engaged in the provision of continuing and extension education programs in the major population areas, i.e., the Halifax-Dartmouth Metropolitan Area, in its broadest sense, and industrial Cape Breton, whether through on-campus programs, off-campus instruction or distance education, should consult together and with the Nova Scotia Council to identify guidelines and to arrive at agreements that will ensure maximum service to the communities with a minimum of costs;

2. All universities, but in particular those who are involved in a significant degree in distance education, should consult together with the Council, the Nova Scotia Communications Agency, the Nova Scotia Community College System and the Nova Scotia Department of Education to identify and develop together means of providing the most widespread, cooperative, non-competitive and cost efficient means of providing programming throughout the province by the use of available technology;

3. In carrying out recommendation 2, universities should not lose sight of the potential use of distance education and extension education to provide solutions to problems that may have been identified in 6.2 in considering courses and programs with small enrolments and few faculty.

6.8 Underrepresented Populations

There is growing recognition in Nova Scotia, as throughout Canada, of the need for intensified efforts directed specifically at increasing enrolment in universities in general and in professional and advanced studies in particular of underrepresented groups including, but by no means exclusively, women, the indigenous Black population, the aboriginal Native population and the handicapped. Without attempting further analysis of this important, timely and complex challenge, we recommend that:

1) The universities, in consultation with the Council, identify the most immediate ways in which they can, individually and collectively, increase participation in university programs by underrepresented groups.

6.9 Cooperation in Non-program Areas

Seven of the degree granting institutions in Nova Scotia are situated in the City of Halifax. Not surprisingly, a certain amount of interuniversity cooperation has been more often suggested and more often successfully attempted among some of or all of these institutions. We have been particularly impressed by the success of Interuniversity Services Inc.*, and of NOVANET**.

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*Interuniversity Services Inc is a non-profit company providing central administrative services to its member universities, such as scientific repair services, purchasing and materials management and administration of NOVANET. Members are Dalhousie University, Saint Mary's University, Mount Saint Vincent University, and the Technical University of Nova Scotia. The Nova Scotia College of Arts and Design is an associate member.

**NOVANET is a computer-based integrated library system incorporating the holdings of metro university libraries.

NOVANET will shortly be extended to include the University College of Cape Breton. This would seem to suggest the possibility that cooperation in non-instructional activities and services is possible throughout the province. We therefore recommend that:

1) The universities consider carefully together the possible extension of Interuniversity Services Inc. and NOVANET to include other and possibly all degree-granting institutions within the province and also other possible cooperative efforts in non-instructional areas that might lead to greater efficiency and cost effectiveness.

6.10 Capital - University Building Programs

Most institutions made reference in their Role and Planned Capacity Statements to varying degrees of need for additional physical facilities. At present, there are before the government of Nova Scotia requests for approval for many millions of dollars for specific building projects on university campuses. In addition, government has approved millions as direct contributions toward projects now underway or about to commence or as contributions toward capital campaigns by universities.

Since the resources of government are limited and since government is particularly conscious at present of the need to avoid increasing the capital indebtedness of the province, the time has come when the government must consider these expenditures as a system expenditure and establish priorities within that context. We therefore recommend that:

1) The Council and the Commission, in consultation with the universities, develop criteria for establishing priorities among the various claims for support by government for capital improvements or extensions.

6.11 Specific Program Areas

We have identified a number of issues and made a number of recommendations related in one way or another to what is frequently and popularly referred to as "rationalization" of university programs - that is, to deleting programs, to concentrating programs in one or another of the institutions, to developing cooperative program delivery. It is our hope that the universities, individually and collectively, will consider the whole range of university programs and services in this light. We wish to identify a number of program areas that seem to us to require some specific and immediate consideration. We wish it understood that the list is not thought to be all inclusive or exclusive. We would encourage universities to identify other possible areas where similar action would be beneficial.

6.11.1 Business Schools

Table 18 shows the institutions that offer programs that can be generally described under this heading. Of particular concern to us is the planned expansion of major schools of Business at Saint Mary's University and at Dalhousie University. It appears that further growth is planned or aspired to in both universities at both the undergraduate and graduate levels, including expansion of staff and the building of substantial new physical facilities. Currently, Saint Mary's

University has greater enrolments at the undergraduate level while Dalhousie University has the greater number of graduate students.

Table 18
Business Related Programs - Faculty and Enrolments

	Faculty (FTE)	Undergraduate		Graduate		Registration	
	1988-89	1988-89 FT	1993-94 FT	1988-89 FT	1993-94 FT	1988-89	1993-94
Acadia	26.0	555	525	0	0	2,230	2,015
Dalhousie	49.5	700	539	226	395	2,099	1,620
Mount St. Vincent	33.9	484	532	0	0	2,403	2,369
St. Francis Xavier	14.0	470	497	0	0	1,191	1,275
Saint Mary's	59.7	1,464	1,685	91	180	6,930	8,505
U.C.C.B.	11.0	294	320	0	0		
TOTAL	194.1	3,967	4,098	317	575		

We do not believe government should be prepared to finance two expensive facilities and expensive equipment for the expansion of two Business schools so close together in the same community without further careful study.

We believe such a study should consider, although not exclusively:

i) the possibility that either Dalhousie or Saint Mary's might withdraw entirely or in large measure from the field. We have been advised that there are those at both schools who incline to the belief that Nova Scotia can support one school of Business and management as good or better than any in Canada but not two.

ii) the possibility of sharing faculty, facilities, equipment, library and other resources by the two schools, if they maintain separate identities;

iii) agreement between the two schools on differentiation of roles. Considerable differentiation appears to have developed already, and might form the basis of such an agreement;

iv) the relationship between these two major schools (or this one major school!) to similar or related programs in other universities in the province or in the Nova Scotia Community College system.

We therefore recommend that:

1) Dalhousie and Saint Mary's consider together and with the Council and other universities currently offering degree programs in Business the situation with respect to business education in the two universities and our observations on this situation;

2) If agreement on appropriate action can be achieved, recommendations be made for such action;

3) If agreement cannot be achieved, the universities recommend the engagement of mutually agreeable external consultants to study and report on the situation.

6.11.2 Education Programming

Table 19 provides a listing of some of the Education programs offered in Nova Scotia, together with actual and forecast enrolments.

Table 19
Education Programs - Faculty and Enrolments

University	Subject	Full-time Faculty		Full-time Undergraduate	
		1988-89	1993-94	1988-89	1993-94
Acadia	Education	14	14	115	125
Dalhousie	Education	21	21	71	71
Mount Saint Vincent	Child Study	6	7	213	240
	Education	15	19	89	100
N.S. College of Art and Design	Art Education	5	5	54	
N.S. Teachers College	Intermediate Elementary	9	9	95	150
	Junior High	8	8	64	100
	Upgrading	1	1		
	Industrial Arts/Tech	5	5	38	50
	Early Childhood	12	12	263	260
	Early Elementary	9	9	107	120
St. Francis Xavier	Adult Education	3	3		
	Education	5	5	70	77
Saint Mary's	Education	8	11	66	75
	TOTAL	121	129	1,245	1,368

The Halifax institutions engaged in teacher training have committed themselves to cooperation and rationalization through the Confederated College of Education. Each of the institutions refers to this cooperative effort with some satisfaction in its Role and Capacity Statement. We have heard suggestions that real progress toward rationalization has not been as great as might have been originally hoped but we are none the less impressed by the effort that has been made. Nevertheless, we are conscious of the fact that training for the public school teaching profession continues to be a fairly major activity in eight or nine of the provinces postsecondary institutions including the Nova Scotia Teachers College (which now has a cooperative degree program with Mount Saint Vincent University) and the University College of Cape Breton (data for UCCB are not included in the Table), which has no Education faculty but which is engaged in a very substantial amount of teacher training through its continuing education branch. Therefore, while giving due credit to the institutions for the amount of cooperation and rationalization that has taken place, we would recommend that:

1. The institutions engaged in training for the teaching profession consider carefully together whether any of them might well withdraw from teacher education, whether cooperation now existing between or among institutions in Education programming can be improved and whether further cooperation is possible both within and beyond the Halifax area, and make appropriate recommendations to the Council and to the Commission.

6.11.3 Physical Education

We have received a suggestion from CONSUP that the number of programs in Physical Education could be reduced and that, generally, university involvement in this area should be reviewed. Table 20 shows the existing and forecast faculty and enrolments. We therefore recommend that:

1. The universities consider the situation with respect to university Physical Education programs in Nova Scotia and make recommendations to the Council and the Commission for rationalization in this field.

Table 20
Physical Education Programs - Faculty and Enrolments

University	Subject	Full-time Faculty		Full-time Undergraduate	
		1988-89	1993-94	1988-89	1993-94
Acadia	Physical Education + Recreation	11	11	281	297
Dalhousie	Recreation, Physical + Health Education	25	24	353	350
N.S. Teachers College	Physical Education	6	6	56	76
St. Francis Xavier	Physical Education	6	7	152	168
	TOTAL	48	48	842	891

6.11.4 Home Economics

Table 21 shows the present and forecast situation for Home Economics. As with Physical Education, we have received recommendations with respect to programs in Home Economics and similar or allied subject fields. We therefore recommend that:

1. The universities consider the situation with respect to university Home Economics programs in Nova Scotia and make recommendations to the Council and the Commission for rationalization in this field.

Table 21
Home Economics Programs - Faculty and Enrolments

University	Subject	Faculty		Enrolment		Registration		
		88-89	93-94	88-89	93-94	83-84	88-89	93-94
Acadia	Home Economics	5	5	106	106	192	351	351
Mount St. Vincent	Home Economics	13	14	204	207	597	863	865
St.F.X.	Nut/Consum	5	6	89	98	273	350	386
	TOTAL	23	25	399	411	1,062	1,564	1,602

6.11.5 Geology

As can be seen from Table 22, the number of students studying geology in Nova Scotian universities has declined sharply. To our knowledge, one university has moved to delete geology from its program. We believe a review of the situation is warranted. We therefore recommend that:

1. Universities consider the advisability of reducing the number of programs in geology in Nova Scotian universities and other possible steps toward rationalization in this field and make recommendations to the Council.

Table 22
Geology Programs - Faculty and Enrolments

	Faculty	Enrolment			Registration		
	1988-89	1983-84	1988-89	1993-94	1983-84	1988-89	1993-94
Acadia	7	131	35	35	493	329	329
Dalhousie	16	100	26	50	N/A	198	N/A
St. F.X.	3	105	14	15	223	114	126
Saint Mary's	5	120	29	40	318	243	320
UCCB	1	3	2	5	44	20	40
TOTAL	32	459	106	145		904	

6.11.6 Computer Science and Computer-related Programs

Table 23 shows historical and forecast enrolments for Computer Science, and related programs. Although we are aware that some effort has been made by some institutions to move toward cooperative planning in this area, we have some concern that there may be now or in the near future duplication of effort and, generally, ill-considered expansion in this field, both in the universities and at the community college level. It is important that necessary programs of the highest quality be established but it is also important that their development be carefully planned and coordinated. We therefore recommend that:

1. The Council and the Department of Advanced Education and Job Training initiate discussion with the universities, the Council, the Commission and the Community College System to identify the needs of the province for Computer Science and other computer-related programming; and to determine how best and by whom such programming can be developed and provided, avoiding unnecessary duplication and competition.

Table 23
Computer Science Programs - Faculty and Enrolments

University	Subject	Faculty	Enrolment			Registration		
		88-89	83-84	88-89	93-94	83-84	88-89	93-94
Acadia	Computer Science	12	292	181	181	1,449	901	905
Dalhousie	Math/Comp.Sci*	42	275	173	190	N/A	2,260	2,400
Mount St. Vincent	Math/Comp.Sci*	9	9	13	25	781	763	763
St. F.X.	Math/Comp.Sci*	12	121	94	105	1,454	1,163	1,281
Saint Mary's	Math/Comp.Sci*	11	74	97	125	1,320	868	1,200
TUNS	Computer Science	11	29	65	80	N/A	N/A	N/A
UCCB	Math/Comp.Sci*	5	43	19	40	484	310	500
	TOTAL	102	843	642	746			

*These universities offer only the first two years of Computer Science; students go to TUNS for their senior years.

6.11.7 Nursing Education

The Nursing profession in Canada has committed itself to requiring a university degree as entrance to the profession by the year 2000. University programs in Nursing are already offered in two of our universities, as shown in Table 24 - Dalhousie University and St. Francis Xavier University - and the University College of Cape Breton has indicated, in its Role and Capacity Statement, an intention to enter the field. Training programs for nurses in a number of Nova Scotia hospitals have been in existence for a long time and face an uncertain future, given the declared intention of the Nursing profession to require a degree for entrance. To avoid what seem to be the possibilities for considerable dislocation, duplication and unnecessary and costly competition, we recommend that:

1. The Council and the Commission initiate discussions with the Department of Health, the Nursing profession, the universities and the hospitals involved in training nurses to develop plans for Nursing Education within Nova Scotia and that at the same time these various authorities confer with the community college system with respect to the appropriate relationship between programs for the training of Nursing assistants and nurses' aids and programs in Nursing Education.

Table 24
Nursing Programs - Faculty and Enrolments

	1988-89 actual				1993-94 forecast			
	Undergraduate		Graduate		Undergraduate		Graduate	
	FT	PT	FT	PT	FT	PT	FT	PT
Dalhousie	294	162	16	76	379	175	22	80
St. Francis Xavier	115	6			127	6		
TOTAL	409	168	16	76	506	181	22	80

6.11.8 Engineering

The present arrangements and agreements under which a number of cooperating universities provide the first two years of training for engineers who complete their program at the Technical University of Nova Scotia were developed some years ago. The historic and forecast enrolments are shown on Table 25. Enrolment in Engineering has declined, and in particular has declined sharply in some institutions. We would therefore recommend that:

1. The Technical University of Nova Scotia initiate discussions with the universities co-operating in the education of engineers to consider whether within the context of each individual university's own planning for the future and in the interest of economy, efficiency and good preparation for students the number of programs of preparation for Engineering students in the participating institutions should be reduced and make an appropriate recommendation to Council and to the Commission.

Table 25
Engineering Programs - Faculty and Enrolments

	Faculty	Enrolment			Registration		
University	1988-89	1983-84	1988-89	1993-94	1983-84	1988-89	1993-94
Acadia	4	179	116	116	449	241	305
Dalhousie	7	257	221	260		468	500
St.F.X.	2	95	107	118	229	217	239
Saint Mary's	5	246	56	115	683	180	375
TUNS	84	686	616	750	4,367	3,801	5,250
UCCB	2	80	76	90	172	145	190
TOTAL	104	1,543	1,192	1,449		5,052	6,859

6.12 New Program Review

It is clear enough that the universities, the Council and the Commission will have to apply to the consideration of new programs the same principles as we are suggesting for consideration of existing programs. In this regard, we must note that among proposals put forward for future implementation in the Role and Planned Capacity Statements there were a number that would appear to require particularly careful review before implementation, either because they seem to duplicate existing provincial or regional programs unnecessarily or because there is not clear evidence to support a demand. Examples would include, but are not limited to, a proposed new Forestry program, a proposed new Master of Arts program in Management Studies, a proposed new program in Engineering Physics and a proposed new Master of Science Program in Information Technology.

We would therefore recommend that:

1. The Council, the Commission and the universities review together present and past practices with respect to the proposal and the approval of new programs to ensure that most rigorous consideration is given to all implications of the introduction of such programs, and in particular to implications related to the efficiency, effectiveness and cost of the university system, before proposals are made or approval given.

6.13 Capacity

Our observations and recommendations above have referred, in the main, to the roles of our postsecondary institutions, although there have of course been implications related to capacity. The capacity, present and projected, of our universities is central to our consideration.

In brief form, the Role and Planned Capacity Statements as summarised on Table 26, tell us:

1. All of the universities have grown over the past ten years, one or two of them quite dramatically;

2. Enrolments at most universities have now levelled off or are expected to level off within the next few years. In some, the levelling off results from a decline in applications for admission, as is the case with Engineering and with the Nova Scotia Agricultural College. Elsewhere, levelling off has resulted from deliberate decisions as at Acadia, St. Francis Xavier and the Nova Scotia Teachers College.

   Dalhousie, once again, is something of a special case, in that it intends that the undergraduate programs should not grow but pointed out that some of the professional schools, notably in the health professions, will have to respond to public needs as identified by authorities outside the university.

   Saint Mary's, the University College of Cape Breton and Université Sainte-Anne all indicated that it is their definite intention to continue to grow because their missions, as they define them, require further growth.

Table 26
Enrolments at Nova Scotia Institutions

	1983-84 (actual)		1988-89 (actual)		1993-94 (projected)	
	P.T.	P.T.	F.T.	P.T.	F.T.	P.T.
Acadia University	3,256	802	3,443	677	3,300	700
Atlantic School of Theology	89	48	67	41	98	55
Dalhousie University	7,813	1,624	8,282	1,697	8,716	3,065
Mount Saint Vincent University	1,771	1,413	2,062	1,597	2,014	1,986
Nova Scotia Agricultural College (1)	487		486	20	564	35
Nova Scotia College of Art and Design	482	15	450	15	500	20
Nova Scotia Teachers College (2)	463	1,223	598	1,154	748	1,640
St. Francis Xavier University	2,483	604	2,699	543	2,960	860
Saint Mary's University	3,131	1,467	4,072	2,276	4,975	3,000
Technical University of Nova Scotia	1,043	112	1,095	81	1,377	123
Université Sainte-Anne	158	113	296	107	500	125
University College of Cape Breton	1,845	999	1,919	866	2,996	1,215
University of King's College	492	16	610	16	780	20
TOTAL	23,513	8,436	26,079	9,090	29,528	12,844
NOTE 1 - INCLUDES TECHNOLOGY PROGRAMS						
NOTE 2 - INCLUDES CHILD DEVELOPMENT SERVICES						

Source: Institutional Statements of Role and Planned Capacity and may vary in some cases from M.P.H.E.C. official statistics

We have already mentioned the special concern of the moment with respect to the accessibility to universities by underrepresented populations. Some response to this concern will be necessary, quite apart from any policy related to the curtailment of enrolment.

It is also important to note that much of the most recent rise in enrolment has been in the Arts and Humanities, in Business, in Sociology and Psychology and not in the Physical Sciences, Mathematics and Engineering where, according to some economic planners at least, an increased enrolment would be more desirable and helpful.

In relation to the above statement, it appears that it is easier, and more tempting, to allow enrolments in the Arts and the Humanities, Business and in Sociology and Psychology to rise regardless of whether more space is available, whether class size rises sharply, whether disproportionate numbers of part-time faculty must be engaged and whether library resources are adequate to meet the needs of the increased numbers, than it is to increase numbers in the Physical Sciences, in Mathematics and in Engineering where larger class sizes, lack of equipment and resources and lack of faculty are more difficult to explain or, indeed, to deal with. We should note that, in point of fact, although student faculty ratios on average have risen steeply in certain fields and they have actually fallen in others.

Few forecasters of university enrolments have been particularly accurate over the past decade or decade and a half. We will not, therefore, suggest that we can be certain as to what direction enrolments will take over the next five years. Our best estimate is that they will continue to increase for at least that period of time, particularly in the Arts and the Humanities, in Business, in Sociology and Psychology but will not increase and may well continue to decline, in spite of considerable effort to reverse the trend, in the Physical Sciences and Mathematics.

Taking all circumstances into consideration, we would therefore recommend:

1. That in keeping with the new arrangements for funding of the universities introduced by the government of Nova Scotia for the 1990-91 year, there be no increases in funding tied directly to increases in enrolment over this year and next;

2. That to the extent possible given governmental budgetary restraints, targeted funding be made available to support efforts to encourage increased enrolment by underrepresented groups;

3. That the Council meet in the immediate future with each university to identify an approved capacity that would not alter by more than four percent, upward or downward, during the next three years (1991-92 to 1993-94) without approval of the Council, it being anticipated that:

   a) Saint Mary's, University College of Cape Breton and Université Sainte-Anne would discuss their declared plans for growth and arrive at an agreed upon target that would be subject to the four percent enrolment corridor described above;
   b) the remaining institutions would agree upon targets the same as or close to the estimates in their Role and Planned Capacity Statements;

4. That, speaking generally, institutions accompany plans for enrolment increases with plans to expand physical facilities, library and other resources, faculty and support services to meet the needs of the expanded enrolment and that they present the Council, the Commission and government with estimates of the cost of these expansions;

5. That government accept that, if quality is to be maintained, substantial increases in enrolment must be matched by increases in physical facilities, equipment, resources and faculty with concomitant increases in costs.

6.14 Students from Outside the Province

A particular aspect of enrolment and accessibility of increasing concern to government is the number of students from outside the province attending university, which substantially exceeds the number of Nova Scotian students studying in other provinces or abroad. The place of origin of students at Nova Scotia universities is shown on Table 1.

This is a complex and difficult question. Given that it is of concern to government it is certainly time to have more precise information as to cost and other implications of this inflow of students and of various possible responses to it. We therefore recommend that:

1. The universities study and prepare recommendations with respect to enrolment in Nova Scotian universities of students from outside the province not financed under interprovincial agreements.

Notes to Appendices

1. In general only comparable data has been included, there are no data provided on Health Sciences and Medicine for example.

2. Caution should be exercised with interdisciplinary programmes, where resource allocations from form 1 do not always include actual faculty used in the programme, who are assigned elsewhere.

3. All data except student origin and age are derived from Forms 1 and 2, distance and age were derived from U.S.I.S.

4. There is one table that shows enrolments for all the English institutions, except the Atlantic School of Theology.

NOVA SCOTIA INSTITUTIONS ENROLMENTS AND REGISTRATIONS

		ENROLMENTS												REGISTRATIONS		
	DEPARTMENT	ACTUAL 1983-1984				ACTUAL 1988-89				FORECAST 1993-94						
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		1983-84	1988-89	1993-94
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT			
M	ACCOUNTING	434	53			460	356			515	415			1,351	1,950	2,370
A	BUSINESS ADMIN	584	25			513	38			525	38			2,200	2,016	2,015
V	BUSINESS ADMIN	218	181			270	223			272	250			1,376	1,849	1,849
X	BUSINESS ADMIN	485	20			453	6			497	2			1,278	1,154	1,275
D	BUSINESS ADMIN	845	106	170	76	696	119	196	76	535	116	362	95		2,079	1,620
M	FINANCE/MANAGEMENT	225	15			295	61			350	75			1,592	2,159	2,640
M	MANAGEMENT	325	97			298	102			350	125			1,143	1,712	2,105
CB	MANAGEMENT/ADMIN	257	412			294	416			320	450		60			
M	MARKETING	236	18			411	88			470	110			489	1,109	1,390
M	MBA			54	40			91	100			180	175			
V	OFFICE ADMIN	210				150	34			120	10			637	498	450
D	PUBLIC ADMINISTRATION	7	17	38	35	4	32	30	45	4	30	33	52		20	
V	PUBLIC RELATIONS	227				243	10			245	10			479	507	510
SA	SCIENCES ADMINIS.	55				66				100				415	517	800
X	SECRETARIAL SCI	34	2			17	1			0	0			75	38	0
A	SECRETARIAL SCIENCE	45	2			42	3							135	214	
V	TOURISM/HOSPITALITY					64	28			140	50				57	70
TC	CHILD DEVELOPMENT SER	150	620			263	626			260	625					
V	CHILD STUDY	265	4			213	10			240	10			448	382	400
TC	CONTINUING EDUCATION		1,080				732				800			1	29	
TC	EARLY ELEMENTARY	131				120				120				33	107	120
D	EDUCATION	49	51	59	199	71	45	77	155	71	45	92	161		863	863
AD	EDUCATION	1														
X	EDUCATION	81			39	70	24	2	8	77		8	60	457	439	440
A	EDUCATION	97	34	16	60	115	17	20	75	125		25		882	791	791
V	EDUCATION	78	57	7	108	89	78	43	170	100	80	75	200	794	819	1,100
M	EDUCATION	77	26	11	89	66	22	17	150	75	15	25	200	839	919	1,050
TC	IND.ARTS/TECH	38				38				50				38	38	50
TC	INTERMEDIATE ELEM	120				95				150						
TC	JUNIOR HIGH	58				64				100						
SA	PÉDAGOGIE	3				88				110				148	423	650
X	PHYSICAL EDUCATION	85				152	3			168	3			232	472	521
TC	PHYSICAL EDUCATION	51				56	1			76				51	56	76
A	PHYS.ED & REC	222				281				297		3		528	721	800
D	HLTH,PHYS ED & REC	292	18	36	23	353	18	34	19	355	20	36	18		1019	1020
X	ADULT EDUCATION			28	19			74				80		194	172	184
AC	AGRICULTURAL ENG	29				43				85				184	159	326
T	ARCHITECTURE	182		11	15	99		112	10					806	921	1,160
X	ENGINEERING	95				107				118				229	217	239
D	ENGINEERING	257	17			221	11			260	10				468	500
T	ENGINEERING	686	21	135	76	616	37	171	34	750	50	250	50	4,367	3,801	5,250
CB	ENGINEERING	80				76				90				172	145	190
A	ENGINEERING	179				116				116				449	241	305
M	ENGINEERING	246	21			56	14			115	15			683	180	375
AD	ENV. PLANNING	32	2			20										
X	ART													167	116	128
A	ART	8	7			10	2			10	2			240	88	88
AD	ARTS IN ART EDUCATION	10	1	3	3	18	1	3	2							
AD	ART/CRAFT	38	2			52	2							167	116	128
AD	COMM DESIGN	75	9			32										
AD	DESIGN	46	2											610	493	544
AD	DESIGN COMM+ED	1	1													
AD	DESIGN INDICATED					28	6									
AD	FINE ART	237	23			269	26									
AD	FINE ARTS			12				12								
V	FINE ARTS	27	21			33	27								48	60
CB	FINE ARTS													63	66	130
AD	FINE ART+EDUCATION	22	2			36	3									
D	MUSIC	70	16			69	20			110	10				363	480
X	MUSIC	97				102				120				376	382	422
A	MUSIC	73	4			80	7			80	7			402	358	358
V	SPEECH/DRAMA														139	140
D	THEATRE	103	11			64	7			153	3				366	
D	CLASSICS	8		14	4	2	1	16	5	15		16			504	600
A	CLASSICS	8	1		9	9	1			9	1			109	154	154
M	ASIAN STUDIES	14				15	2			15	10			3	4	50
M	ATLANTIC CANADA STUD	5	26	2	6	25	23	3	12	25	25	10	15	29	60	140

A-ACADIA, AC-NSAC, AD-NSCAD, CB-UCCB, D-DALHOUSIE, K-KINGS COLLEGE, M-STMARY'S, SA-STE ANNE, T-TUNS, TC-TEACHERS COLLEGE, V-MT ST VINCENT, X-ST FRANCIS XAVIER

NOVA SCOTIA INSTITUTIONS ENROLMENTS AND REGISTRATIONS

	DEPARTMENT	ENROLMENTS												REGISTRATIONS		
		ACTUAL 1983-1984				ACTUAL 1988-89				FORECAST 1993-94						
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		1983-84	1988-89	1993-94
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT			
V	CANADIAN STUDIES	1				5				5					50	65
CB	CELTIC													22	22	40
X	CELTIC STUDIES	9	2			6	1			7	1			26	49	54
KC	CONTEMPORARY STUDIES									68						
D	ENGLISH	95	12	40	19	173	17	58	20	162	17	69	25		1,884	1,800
V	ENGLISH	26				43	12							806	887	1,084
M	ENGLISH	166	66			246	36			300	50			1,926	2,326	2,815
A	ENGLISH	106	12	4	5	120	12	4	2	120	12	4	2	1,095	1,158	1,158
CB	ENGLISH	105	130			112	95			130	80			606	633	825
X	ENGLISH	204	49			356	55			393	55			1,274	1,402	1,660
SA	ÉTUDES ANGLAISES	2				4				5				272	282	550
CB	FOLKLORE													22	11	30
KC	FOUNDATION YEAR	126				173				200						
D	HISTORY	69	6	24	7	113	9	24	7	133		34			1,621	1,650
M	HISTORY	68	30	2	2	125	17	3	4	150	25	10	10	605	995	1,245
V	HISTORY					28	1							401	520	520
X	HISTORY	81	19			127	19			140	19			529	760	840
A	HISTORY	77	6	4	1	105	12	1	3	105	12	1	3	621	656	656
CB	HISTORY	38	51			33	47			45	40			325	335	500
AC	HUMANITIES													216	212	240
D	INTERDISCIPLINARY	1				27	2								69	
KC	JOINT FACULTY	214	14			301	68			388	10					
D	FRENCH	48	6	2	8	63	8	15	10	75		25			1,135	1,225
A	FRENCH	20	1	2		30	2	1		30	2	1		638	638	638
CB	FRENCH	12	15			10	15			20	20			152	154	210
SA	ÉTUDES FRANÇAISES	16				7				20				561	536	900
A	GERMAN	7				2				2				151	298	298
D	GERMAN	4	1	3		7	0	7	2	20		10			307	310
X	MODERN LANGUAGES	17	4			54	8			60	8			484	483	98
V	MODERN LANG/CLASSICS	19				25	9			29	9			543	515	515
M	MODERN LANG/CLASSICS	61	8			108	7			120	20			495	705	870
D	RUSSIAN	8	3			10				16					188	220
A	SPANISH	6				2	1			2	1			233	215	215
D	SPANISH	6				4	3			10	5				227	275
D	PHILOSOPHY	15	6	9	3	40	6	10	1	49	6	12	5		993	950
CB	PHILOSOPHY	16	18			9	11			20	12			285	194	275
M	PHILOSOPHY	16			1	43	2		1	50	5	5	5	659	963	1,155
X	PHILOSOPHY	38	9			36	6			40	6			546	770	852
V	PHILOSOPHY					1				3				180	133	150
A	PHILOSOPHY	8				6				6				266	329	329
M	RELIGIOUS STUDIES	12	45			3	30			10				340	390	500
A	RELIGIOUS STUDIES	3				5				5				72	63	63
V	RELIGIOUS STUDIES	7				8	5			15	10			173	121	121
D	COMPARATIVE RELIGION	1				1				2					135	150
CB	THEOLOGY	12	15			5	7			10	10			124	56	100
X	THEOLOGY	9	2			4				14				238	341	377
V	WOMEN STUDIES					5	4			30	15				57	75
D	LAW	460	7	12	6	459	15	30	9	459	15	30	9		2,366	2,366
AC	ANIMAL SCIENCE	162				202	24	2		228	35	10	2	291	345	419
M	ASTRONOMY			2	4				2	10		5		79	70	100
X	BIOLOGY	219	41			152	15	1		168	15	10		751	612	671
A	BIOLOGY	273	7	18	13	333	13	13	15	328		20	10	931	1,101	1,102
AC	BIOLOGY	65				47	4			40	6			458	441	511
V	BIOLOGY	21	37			15	4							353	366	440
D	BIOLOGY	374	13	79	14	492	17	104	12	497	17	135	10		2,263	2,500
CB	BIOLOGY	58				84	6			115	10			215	336	450
M	BIOLOGY	154	16			168	16			200	20			401	442	540
D	CHEMISTRY	112	7	37	3	130		37	3	136		56	2		1,463	1,600
M	CHEMISTRY	38	4			58	4			75	5			489	337	440
A	CHEMISTRY	57	1			57	1	1		57	1	1		482	549	549
X	CHEMISTRY	36	7		1	149	14			165	14	4		484	589	650
CB	CHEMISTRY	79				70	14			100	10			229	283	400
V	CHEMISTRY/PHYSICS	5				4	5			8	4			233	214	268
AC	CHEMISTRY/SOILS	7				24	6			38	7			376	330	375
T	COMPUTER SCIENCE	29				65		32		80		40				
A	COMPUTER SCIENCE	292	19	8		181	9	3	2	181	8	3	2	1,449	901	905
A	FOOD SCIENCE					7	1			51	4			0	3	390

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NOVA SCOTIA INSTITUTIONS ENROLMENTS AND REGISTRATIONS

	DEPARTMENT	ENROLMENTS												REGISTRATIONS		
		ACTUAL 1983-1984				ACTUAL 1988-89				FORECAST 1993-94						
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		1983-84	1988-89	1993-94
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT			
D	GEOLOGY	100	7	22	12	26	3	29	4	50	2	18	5		198	
X	GEOLOGY	105	20			14	1			15	1			223	114	126
M	GEOLOGY	120	8			29	8			40	10			318	243	320
CB	GEOLOGY	3				2				5				44	20	40
A	GEOLOGY	131	8	6	2	35	1	4	4	35	1	4	4	493	329	329
V	HOME ECONOMICS	176				204	44	8	5	207	45	10	15	597	863	865
A	HOME ECONOMICS	78	4			106	1			106	1			192	351	351
A	MATHEMATICS	122	3			51	5			51	5			1,374	1,018	1,018
M	MATHEMATICS/COMP.SCI	74	12			97	30			125	40			1,320	868	1,200
V	MATHEMATICS/COMP.SCI	9				13	7			25	15			781	763	763
CB	MATHEMATICS/COMP.SCI	43				19				40				484	310	500
AC	MATHEMATICS/PHYSICS													396	279	300
X	MATH/COMP.SCI	121	103			94	14			105	14			1,454	1,163	1,281
D	MATH/COMP.SCI	275	43	17	2	173	14	24	9	190	15	34	10		2,260	2,400
X	NUT/CONSUM	92				89				98				273	350	386
D	OCEANOGRAPHY			53	8			49	6			64	4		79	100
A	PHYSICS	19				10				10				248	242	242
CB	PHYSICS	7				3				6				116	74	100
X	PHYSICS	16	3		1	44	4	1		48	4	1		226	275	303
M	PHYSICS	18				20	8			30	10			278	185	250
D	PHYSICS	47	1	10	4	78	1	19	4	96	1	26	1		918	1,000
AC	PLANT SCIENCE	111				126	20			145				254	300	310
D	NURSING	321	85	21	36	294	162	16	76	379	175	22	80		929	1,300
X	NURSING	115				115	6			127	6			198	211	603
D	PSYCHOLOGY	273	17	22		337	36	24	2	362	41	50	5		2,714	3,000
A	PSYCHOLOGY	186	6	11	3	209	15	12	3	208	15	12	3	938	1,216	1,216
CB	PSYCHOLOGY	140	175			120	110			130	100			1,043	1,081	1,200
X	PSYCHOLOGY	142	33			120	17			133	17			1,237	1,189	1,314
M	PSYCHOLOGY	173	43	8	17	408	63	3	16	490	85	10	30	1,277	2,169	2,600
V	PSYCHOLOGY	51				75	19			87	30			1,173	1,394	1,400
SA	SCIENCES	9				3								167	77	450
CB	COMMUNICATIONS	25	23			49	30			75	40			160	276	450
CB	COMMUNITY STUDIES	176				268	40			590	165			266	422	1,275
M	ECONOMICS	65	6			196	24			235	35			1,269	1,784	2,185
CB	ECONOMICS	12	13			8	8			12	8			385	233	400
V	ECONOMICS	2				1	1			4	4			407	438	440
A	ECONOMICS	30	4	5	1	140	6	3	0	140	6	3	0	717	842	842
D	ECONOMICS	58	3	45	15	63	4	70	13	70	5	66	8		1,086	1,100
X	ECONOMICS	47	11			24	4			32	4			610	493	544
AC	ECONOMICS/BUSINESS	78				62				53				356	358	360
M	GEOGRAPHY	124	19			114	34			140	45			398	359	465
KC	JOURNALISM	104				119				130						
CB	NATIVE STUDIES													0	37	150
M	INT DEV ST					18	5		1	30	15	15	10		78	225
CB	POLITICAL SCIENCE	38	39			30	29			33	25			278	276	430
M	POLITICAL SCIENCE	96	13			186	18			200	25			500	779	960
A	POLITICAL SCIENCE	44	3	6		80	6	1	3	80	6	1	3	482	474	474
D	POLITICAL SCIENCE	90	7	32	14	141	11	38	12	165	17	40	13		1,067	1,200
X	POLITICAL SCIENCE	148	36			181	28			200	28			638	817	902
V	POLITICAL STUDIES	3				8	3			10	5			125	134	
V	GERONTOLOGY	10				11	67			20	80			303	211	210
SA	SCIENCES HUMAINES	13				13				15				181	261	450
D	SOCIAL WORK	93	151	16	16	85	97	22	16	85	48	21	61		562	562
M	SOCIOLOGY	183	51			323	116			400	150	10	10	1,411	1,740	2,050
D	SOCIOLOGY	79	12	12	3	81	8	15	1	120	10	15	5		1,617	1,600
A	SOCIOLOGY	74	7	5	2	125	12	3	4	125	12	3	4	1,018	976	976
X	SOCIOLOGY	81	19			97	15			108	14			936	1,210	1,337
V	SOCIOLOGY/ANTHRO	18				35	10			39	15			784	798	800
CB	SOCIOLOGY/ANTHRO	75	90			67	75			80	50			667	570	900
M	ANTHROPOLOGY	65	19			83	9			100	15			336	389	510

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APPENDICES

Acadia University

ACADIA UNIVERSITY

SUMMARY OF FORM 1 SUBMISSIONS - EXPENDITURES AND PERSONNEL

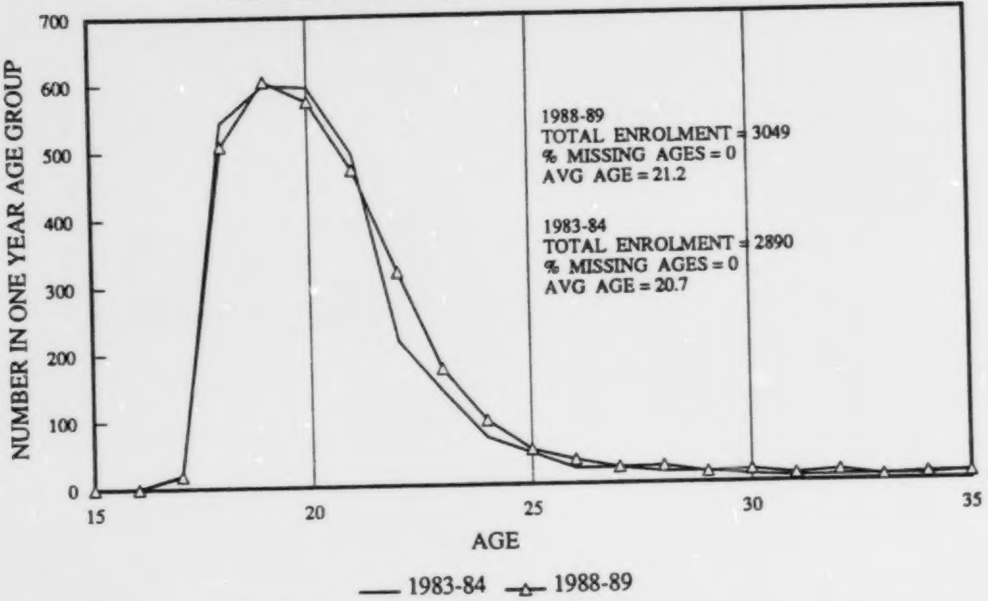
	Expenditures				Personnel			
Teaching Departments	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Art	102	0.6%	102	0.6%	2.7	0.8%	2.7	0.8%
Biology	1,217	7.4%	1,217	7.0%	22.6	6.5%	22.6	6.4%
Business Administration	1,214	7.4%	1,214	7.0%	25.0	7.2%	25.0	7.0%
Classics	169	1.0%	169	1.0%	3.2	0.9%	3.2	0.9%
Chemistry	669	4.1%	669	3.8%	11.2	3.2%	11.0	3.1%
Continuing Education	691	4.2%	691	4.0%	39.5	11.4%	39.5	11.1%
Economics	537	3.3%	537	3.1%	10.5	3.0%	10.5	3.0%
Education	883	5.4%	883	5.1%	17.8	5.1%	17.8	5.0%
English	1,042	6.4%	1,042	6.0%	18.7	5.4%	18.7	5.3%
Engineering	361	2.2%	361	2.1%	6.0	1.7%	6.0	1.7%
Food Science	198	1.2%	380	2.2%	2.2	0.6%	8.2	2.3%
French	584	3.6%	583	3.3%	14.0	4.0%	14.0	3.9%
Geology	601	3.7%	601	3.5%	10.8	3.1%	10.8	3.0%
German	233	1.4%	233	1.3%	4.2	1.2%	4.2	1.2%
History	526	3.2%	526	3.0%	9.0	2.6%	9.0	2.5%
Nutrition and Home Economics	324	2.0%	324	1.9%	7.5	2.2%	7.5	2.1%
Computer Science	777	4.8%	777	4.5%	15.5	4.5%	15.5	4.4%
Mathematics	867	5.3%	867	5.0%	14.7	4.2%	14.7	4.1%
Spanish	141	0.9%	141	0.8%	3.7	1.1%	3.7	1.0%
Music	806	4.9%	806	4.6%	18.9	5.4%	18.9	5.3%
IDST	8	0.0%	8	0.0%	0.5	0.1%	0.5	0.1%
Philosophy	180	1.1%	180	1.0%	3.2	0.9%	3.2	0.9%
Physics	353	2.2%	353	2.0%	7.0	2.0%	7.0	2.0%
Physical Education and Recreation	899	5.5%	899	5.2%	16.7	4.8%	16.7	4.7%
Political Science	341	2.1%	341	2.0%	6.5	1.9%	6.5	1.8%
Psychology	638	3.9%	674	3.9%	12.7	3.6%	13.8	3.9%
Secretarial Science	171	1.0%	0	0.0%	4.5	1.3%	0.0	0.0%
Religious Studies	123	0.8%	123	0.7%	3.5	1.0%	2.5	0.7%
Sociology	564	3.4%	564	3.2%	11.8	3.4%	11.8	3.3%
Theology\Atlantic Divinity College	1,131	6.9%	2,150	12.3%	24.0	6.9%	30.0	8.4%
Total Teaching Departments	16,350	100.0%	17,415	100.0%	347.8	100.0%	355.3	100.0%

ACADIA UNIVERSITY
SUMMARY OF FORM 2 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				**Personnel**			
Non-teaching Department or Unit	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Senior Administration	610	5.4%	610	5.4%	9.0	3.3%	9.0	3.3%
Associated Alumni	333	2.9%	333	2.9%	4.0	1.5%	4.0	1.5%
Comptroller	425	3.7%	425	3.7%	27.0	10.0%	27.0	9.9%
Personnel Services	121	1.1%	121	1.1%	3.1	1.1%	3.1	1.1%
Art Gallery	66	0.6%	66	0.6%	1.7	0.6%	1.7	0.6%
Audio Visual	62	0.5%	62	0.5%	1.7	0.6%	1.7	0.6%
Athletics	610	5.4%	610	5.4%	11.8	4.4%	11.8	4.4%
Library	1,774	15.6%	1,774	15.6%	47.0	17.4%	47.0	17.3%
Continuing Education Administration	177	1.6%	177	1.6%	4.7	1.7%	4.7	1.7%
Computer Centre	761	6.7%	761	6.7%	13.3	4.9%	13.3	4.9%
Dean of Pure and Applied Science	86	0.8%	86	0.8%	1.7	0.6%	1.7	0.6%
Dean of Arts	104	0.9%	104	0.9%	2.2	0.8%	2.2	0.8%
Dean of Management and Education	66	0.6%	66	0.6%	1.7	0.6%	1.7	0.6%
Graduate Studies and Research	60	0.5%	60	0.5%	1.3	0.5%	1.3	0.5%
Interdepartmental Workshop	31	0.3%	31	0.3%	1.0	0.4%	1.0	0.4%
External Relations	109	1.0%	109	1.0%	2.0	0.7%	2.0	0.7%
Electronics Shop	31	0.3%	31	0.3%	1.0	0.4%	1.0	0.4%
Physical Plant	4,764	41.8%	4,764	41.8%	103.3	38.1%	103.3	38.0%
Registrar	238	2.1%	238	2.1%	9.0	3.3%	10.0	3.7%
Admissions and Student Assistance	243	2.1%	243	2.1%	8.0	3.0%	8.0	2.9%
Student Services	414	3.6%	414	3.6%	13.6	5.0%	13.6	5.0%
Chaplaincy Services	43	0.4%	43	0.4%	1.0	0.4%	1.0	0.4%
Security	272	2.4%	272	2.4%	2.0	0.7%	2.0	0.7%
Total Non-teaching	11,400	100.0%	11,400	100.0%	270.8	100.0%	271.8	100.0%
Ancillaries								
Bookstore	1,540		1,540		8.0		8.0	
Dining Halls	5,553		5,553		0.0		0.0	
Residences	2,528		2,528		60.8		60.8	
Total Ancillaries	9,621		9,621		68.8		68.8	
Total Teaching and Non-teaching (excluding ancillaries)	27,750		28,815		618.5		627.0	
Total All Depts Including Ancillaries	37,371		38,436		687.4		695.9	

ACADIA UNIVERSITY - AGE DISTRIBUTION

FULL-TIME UNDERGRADUATES - 1983-84 and 1988-89



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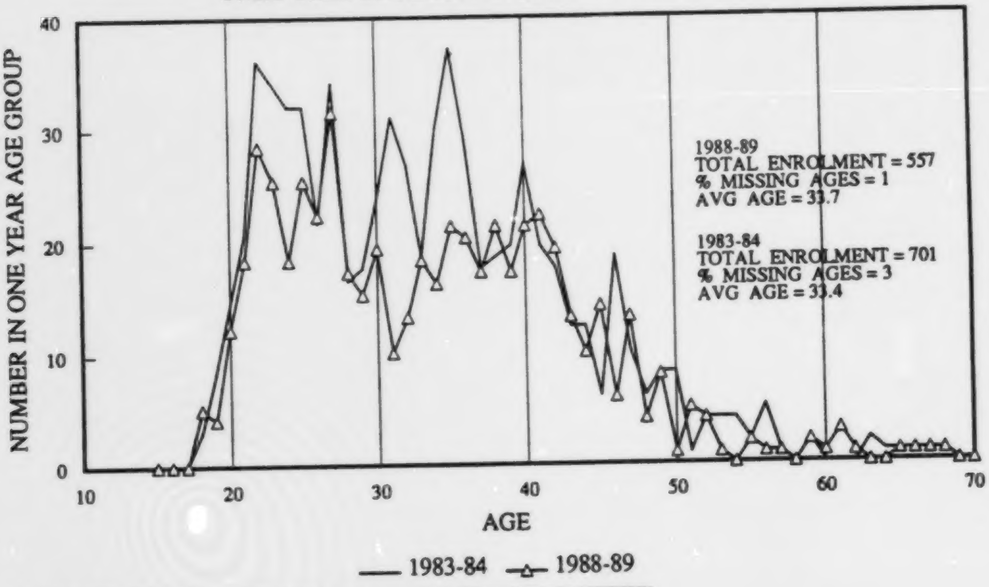
ACADIA UNIVERSITY - AGE DISTRIBUTION

PART-TIME UNDERGRADUATES - 1983-84 and 1988-89

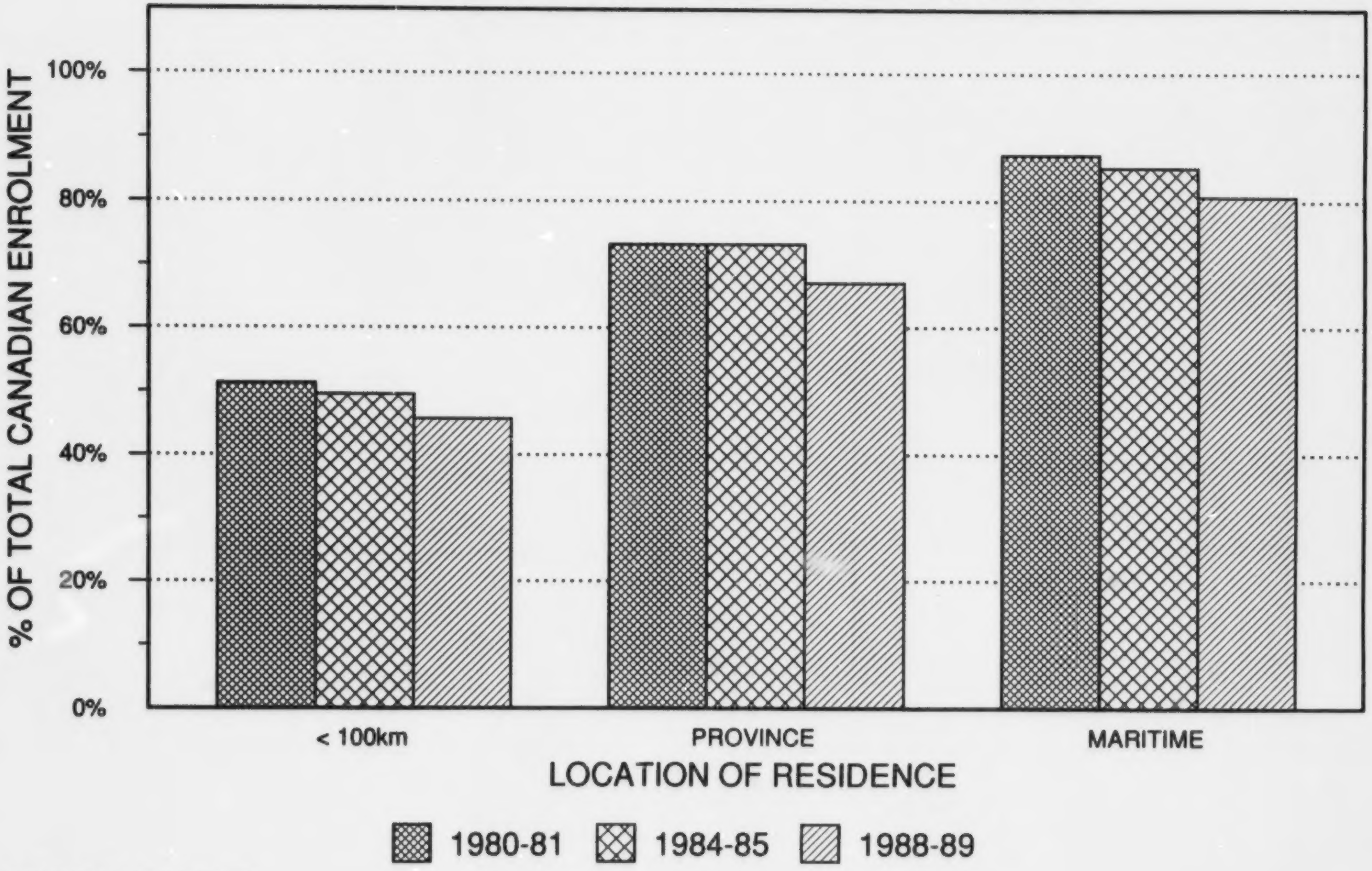


CANADIAN STUDENTS ONLY - MISSING AGES HAVE BEEN DISTRIBUTED PROPORTIONATELY BY INSTITUTION

FALL PART-TIME (HEAD COUNT)

ACADIA UNIVERSITY - DISTANCE INDICATOR

FULL-TIME UNDERGRADS - 1980-81, 1984-85, 1988-89



CANADIAN STUDENTS

ACADIA UNIVERSITY - ROLE AND CAPACITY STATEMENT

RESOURCES - TEACHING DEPARTMENTS

FACULTY	DEPARTMENT	STAFF RESOURCES 1988-89			STAFF RESOURCES 1993-94			BUDGET
		FT FAC	PT FAC	SUPPORT	FT FAC	PT FAC	SUPPORT	1988-89
								($000)
ARTS	ART	2.0		0.7	2.0		0.7	102
	CLASSICS	3.0		0.2	3.0		0.1	169
	ECONOMICS	9.0	0.5	1.0	9.0	0.5	1.0	537
	ENGLISH	16.0	0.7	2.0	16.0	0.7	2.0	1,042
	FRENCH	10.0		3.0	10.0		3.0	583
	HISTORY	8.0		1.0	8.0		1.0	526
	GERMAN	4.0		0.2	4.0		0.2	233
	PHILOSOPHY	3.0		0.2	3.0		0.2	180
	POLITICAL SCIENCE	5.5		1.0	5.5		1.0	341
	RELIGIOUS STUDIES	2.0	0.3	1.2	2.0	0.3	0.2	123
	SOCIOLOGY	10.0	0.8	1.0	10.0	0.8	1.0	564
	MUSIC	13.0	3.7	2.3	13.0	3.7	2.3	816
	SPANISH	3.0	0.5	0.2	3.0	0.5	0.2	141
	SUB-TOTAL	88.5	6.5	13.7	88.5	6.5	12.6	5,357
SCIENCE	COMPUTER SCIENCE	12.0		3.5	12.0		3.5	777
	BIOLOGY	14.0	0.3	8.3	14.0	0.3	8.3	1,217
	CHEMISTRY	7.0	0.2	4.0	7.0		4.0	669
	GEOLOGY	7.0	0.2	3.7	7.0	0.2	3.7	601
	MATHEMATICS	13.0		1.7	13.0		1.7	867
	PHYSICS	5.0		2.0	5.0		2.0	353
	PSYCHOLOGY	10.5	0.5	1.7	11.0	1.0	1.7	638
	ENGINEERING	4.0		2.0	4.0		2.0	361
	FOOD SCIENCE	1.0		1.2	5.0		3.2	198
	HOME ECONOMICS	5.0	0.5	2.0	5.0	0.5	2.0	325
	SUB-TOTAL	78.5	1.7	29.9	83.0	2.0	31.9	6,006
COMMERCE	BUSINESS ADMINISTRATION	20.0	2.0	3.0	20.0	2.0	3.0	1,214
	SECRETARIAL SCIENCE	2.0	2.0	0.5				171
	SUB-TOTAL	22.0	4.0	3.5	20.0	2.0	3.0	1,385
EDUCATION	EDUCATION	14.0	1.3	2.5	14.0	1.3	2.5	881
	RECREATION+PHYS.ED.	11.0	3.2	2.5	11.0	3.2	2.5	899
	SUB-TOTAL	25.0	4.5	5.0	25.0	4.5	5.0	1,780
	TOTAL	214.0	16.6	52.2	216.5	15.0	52.6	14,528

ACADIA UNIVERSITY
ENROLMENT CHANGES

FACULTY	DEPARTMENT	ACTUAL 1983-1984				ACTUAL 1988-1989				FORECAST 1993-1994						
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		REGISTRATION		
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	1983-84	1988-89	1993-94
ARTS	ART	8	7			10	2			10	2			240	88	88
	CLASSICS	8	1		9	9	1			9	1			109	154	154
	ECONOMICS	30	4	5	1	140	6	3	0	140	6	3	0	717	842	842
	ENGLISH	106	12	4	5	120	12	4	2	120	12	4	2	1,095	1,158	1,158
	FRENCH	20	1	2		30	2	1		30	2	1		638	638	638
	HISTORY	77	6	4	1	105	12	1	3	105	12	1	3	621	656	656
	GERMAN	7				2				2				151	298	298
	PHILOSOPHY	8				6				6				266	329	329
	POLITICAL SCIENCE	44	3	6		80	6	1	3	80	6	1	3	482	474	474
	RELIGIOUS STUDIES	3				5				5				72	63	63
	SOCIOLOGY	74	7	5	2	125	12	3	4	125	12	3	4	1,018	976	976
	MUSIC	73	4			80	7			80	7			402	358	358
	SPANISH	6				2	1			2	1			233	215	215
	SUB-TOTAL	464	45	26	18	714	61	13	12	714	61	13	12	6,044	6,249	6,249
SCIENCE	COMPUTER SCIENCE	292	19	8		181	9	3	2	181	8	3	2	1,449	901	905
	BIOLOGY	273	7	18	13	333	13	13	15	328		20	10	931	1,101	1,102
	CHEMISTRY	57	1			57	1	1		57	1	1		482	549	549
	GEOLOGY	131	8	6	2	35	1	4	4	35	1	4	4	493	329	329
	MATHEMATICS	122	3			51	5			51	5			1,374	1,018	1,018
	PHYSICS	19				10				10				248	242	242
	PSYCHOLOGY	186	6	11	3	209	15	12	3	208	15	12	3	938	1,216	1,216
	ENGINEERING	179				116				116				449	241	305
	FOOD SCIENCE					7	1			51	4			0	3	390
	HOME ECONOMICS	78	4			106	1			106	1			192	351	351
	SUB-TOTAL	1,337	48	43	18	1,105	46	33	24	1,143	35	40	19	6,556	5,951	6,407
COMMERCE	BUSINESS ADMIN	584	25			513	38			525	38			2,200	2,016	2,015
	SECRETARIAL SCIENCE	45	2			42	3							135	214	
	SUBTOTAL	629	27	0	0	555	41	0	0	525	38	0	0	2,335	2,230	2,015
EDUCATION	EDUCATION	97	34	16	60	115	17	20	75	125		25		882	791	791
	PHYS.ED. & RECREATION	222				281				297		3		528	721	800
	TOTAL	2,749	154	85	96	2,770	165	66	111	2,804	134	81	31	16,345	15,942	16,262

ACADIA UNIVERSITY

1988-89
DEPARTMENT RESEARCH ACTIVITY

	Gov't $	No. of Projects	No. of Faculty	Private $	No. of Projects	Faculty	Own $ Sources	No. of Projects	No. of Faculty	Total $	Total Projects	Total Faculty
ARTS												
Art	0.0	0	0	0.0	0	0	1.0	2	2	1.0	2	2
Classics	3.0	1	1	0.0	0	0	1.0	3	3	4.0	4	4
Economics	9.0	3	3	0.0	0	0	6.0	13	9	15.0	16	12
English	11.0	4	4	0.0	0	0	6.0	13	9	17.0	17	13
French	0.0	0	0	0.0	0	0	3.0	1	10	3.0	1	10
History	113.0	5	5	6.0	3	3	7.0	16	8	126.0	24	16
German	0.0	0	0	0.0	0	0	3.0	6	4	3.0	6	4
Philosophy	0.0	0	0	0.0	0	0	1.0	3	3	1.0	3	3
Political Science	37.0	4	3	0.0	0	0	2.0	8	5	39.0	12	8
Regilious Studies	7.0	1	1	0.0	0	0	1.0	3	2	8.0	4	3
Sociology	114.0	5	5	0.0	0	0	9.0	16	10	123.0	21	15
Music	3.0	1	1	0.0	0	0	3.0	13	13	6.0	14	14
Spanish	3.0	1	1	0.0	0	0	2.0	4	3	5.0	5	4
SCIENCE												
Computer Science	4.0	2	2	2.0	2	2	4.0	13	12	10.0	17	16
Biology	204.0	20	12	3.0	1	1	6.0	14	19	213.0	35	32
Chemistry	144.0	10	6	142.0	3	3	21.0	13	7	307.0	26	16
Geology	163.0	16	7	14.0	3	3	14.0	13	7	191.0	32	17
Mathematics	33.0	10	10	0.0	0	0	5.0	16	13	38.0	26	23
Physics	83.0	4	2	0.0	0	0	60.0	8	5	143.0	12	7
Psychology	57.0	7	7	0.0	0	0	4.0	16	10	61.0	23	17
Engineering										0.0	0	0
Food Science	1.0	1	1	0.0	0	0	0.0	0	0	1.0	1	1
Home Economics	0.0	0	0	0.0	0	0	7.0	12	5	7.0	12	5
COMMERCE												
Business Administration	4.0	1	3	0.0	0	0	6.0	22	20	10.0	23	23
Secretarial										0.0	0	0
Finance and Management										0.0	0	0
Management										0.0	0	0
Marketing										0.0	0	0
MBA										0.0	0	0
EDUCATION												
Education	8.0	3	4	0.0	0	0	4.0	15	14	12.0	18	18
Rec. & Phys. Ed.	4.0	2	2	0.0	0	0	4.0	17	11	8.0	19	13
CONTINUING EDUCATION												
Teaching	9.0	1	1	1.0	1	1	0.0	0	0	10.0	2	2
TOTAL	1,014.0	102	81	168.0	13	13	182.0	278	211	1,364.0	393	305

APPENDICES

Atlantic School of Theology

ATLANTIC SCHOOL OF THEOLOGY
SUMMARY OF FORM 1 SUBMISSIONS - EXPENDITURES AND PERSONNEL

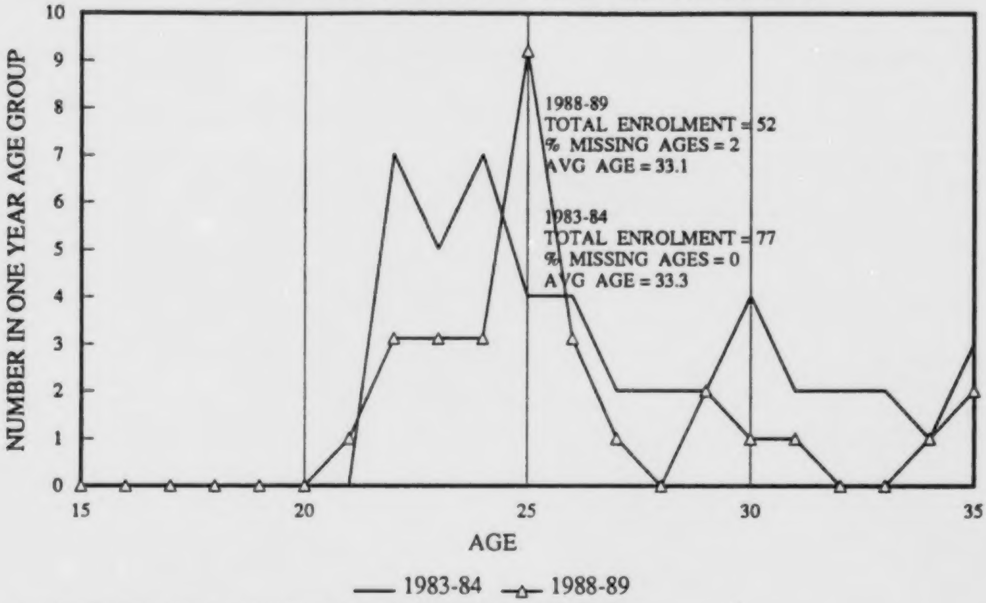
	Expenditures				Personnel			
Teaching Departments	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Academic Departments	648	100.0%	648	100.0%	20.0	100.0%	20.0	100.0%
Total Teaching Departments	648	100.0%	648	100.0%	20.0	100.0%	20.0	100.0%

ATLANTIC SCHOOL OF THEOLOGY
SUMMARY OF FORM 2 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				Personnel			
Non-teaching Department or Unit	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Administration	236	32.1%	236	32.1%	4.0	26.7%	4.0	25.0%
Continuing Education	75	10.2%	75	10.2%	2.0	13.3%	2.0	12.5%
Library	216	29.3%	216	29.3%	7.0	46.7%	7.0	43.8%
Other Buildings and Grounds	209	28.4%	209	28.4%	2.0	13.3%	3.0	18.8%
Total Non-teaching	736	100.0%	736	100.0%	15.0	100.0%	16.0	100.0%
Ancillaries								
Student Residence	210		210		2.0		3.0	
Total Teaching and Non-teaching	1,384		1,384		35.0		36.0	
Total All Depts Including Ancillaries	1,594		1,594		37.0		39.0	

ATLANTIC SCHOOL OF THEOLOGY - AGE DISTRIBUTION

FULL-TIME UNDERGRADUATES - 1983-84 and 1988-89



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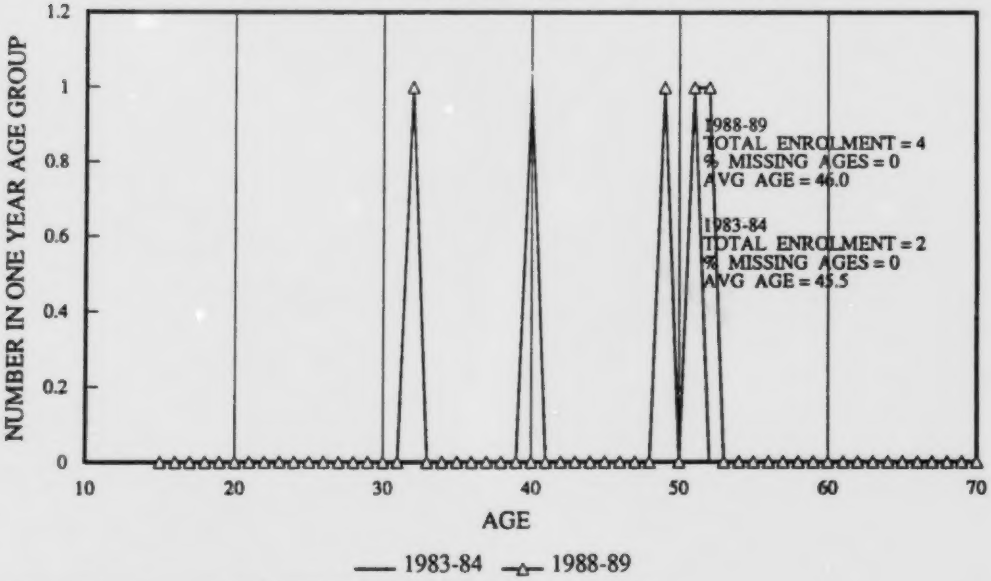
PART-TIME UNDERGRADUATES - 1983-84 and 1988-89



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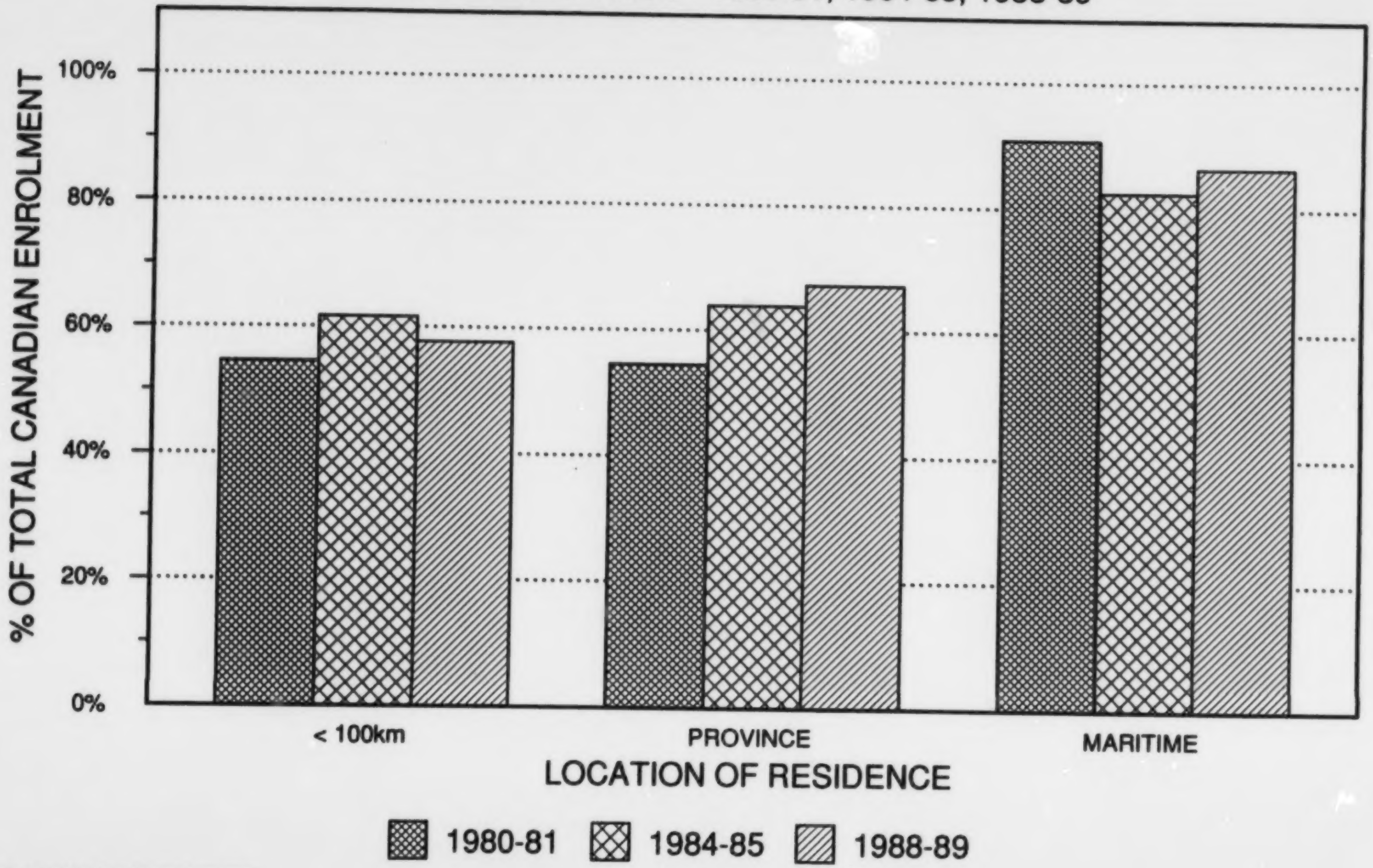
FALL PART-TIME (HEAD COUNT)

ATLANTIC SCHOOL OF THEOLOGY - DISTANCE INDICATOR

FULL-TIME UNDERGRADS - 1980-81, 1984-85, 1988-89



CANADIAN STUDENTS

APPENDICES

Dalhousie University

DALHOUSIE UNIVERSITY
SUMMARY OF FORM 1 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				Personnel			
Teaching Departments	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Biology	2,586	4.0%	2,586	3.9%	72.7	4.2%	90.0	5.0%
Business Administration	2,763	4.2%	2,763	4.2%	58.1	3.3%	58.1	3.2%
Resource and Environmental Studies	278	0.4%	278	0.4%	25.3	1.5%	12.3	0.7%
Public Administration	357	0.5%	357	0.5%	12.6	0.7%	12.7	0.7%
Library and Information Services	431	0.7%	431	0.7%	11.0	0.6%	12.0	0.7%
Classics	227	0.3%	227	0.3%	7.0	0.4%	5.0	0.3%
Chemistry	2,343	3.6%	2,345	3.6%	55.4	3.2%	61.4	3.4%
Economics	1,192	1.8%	1,192	1.8%	22.9	1.3%	21.9	1.2%
Education	1,162	1.8%	1,094	1.7%	24.8	1.4%	24.3	1.4%
English	1,338	2.0%	1,336	2.0%	31.5	1.8%	31.0	1.7%
Engineering	489	0.7%	489	0.7%	9.9	0.6%	8.9	0.5%
French	971	1.5%	971	1.5%	33.0	1.9%	33.0	1.8%
Geology	1,068	1.6%	1,088	1.6%	27.8	1.6%	25.8	1.4%
German	233	0.4%	233	0.4%	5.5	0.3%	6.0	0.3%
History	1,002	1.5%	1,002	1.5%	23.0	1.3%	23.0	1.3%
Mathematics Statistics and Computing Science	2,285	3.5%	2,285	3.5%	49.2	2.8%	50.3	2.8%
Music	780	1.2%	780	1.2%	21.6	1.2%	22.0	1.2%
International Business Studies	55	0.1%	27	0.0%	0.0	0.0%	2.0	0.1%
Oceanography	797	1.2%	797	1.2%	36.7	2.1%	47.7	2.7%
Philosophy	649	1.0%	649	1.0%	14.3	0.8%	14.3	0.8%
Physics	1,377	2.1%	1,378	2.1%	30.2	1.7%	31.2	1.7%
Political Science	745	1.1%	745	1.1%	22.2	1.3%	22.2	1.2%
Psychology	2,177	3.3%	2,361	3.6%	57.5	3.3%	61.0	3.4%
Comparative Religion	119	0.2%	119	0.2%	3.0	0.2%	2.0	0.1%
Russian	183	0.3%	183	0.3%	4.0	0.2%	3.5	0.2%
Sociology and Social Anthropology	1,090	1.7%	1,090	1.7%	23.0	1.3%	21.9	1.2%
Spanish	226	0.3%	226	0.3%	5.5	0.3%	4.5	0.3%
Theatre	641	1.0%	641	1.0%	16.1	0.9%	15.5	0.9%
Interdisciplinary Programmes	9	0.0%	9	0.0%	1.5	0.1%	1.5	0.1%
Transition Year Programme	67	0.1%	0	0.0%	5.5	0.3%	0.0	0.0%
Oceans Institute Of Canada	51	0.1%	41	0.1%	7.5	0.4%	10.0	0.6%
Nuclear Magnetic Resonance Centre	44	0.1%	45	0.1%	0.0	0.0%	0.5	0.0%
Centre for Marine Geology	15	0.0%	0	0.0%	4.0	0.2%	7.0	0.4%
Atlantic Institute Of Criminology	(1)	0.0%	0	0.0%	1.0	0.1%	0.0	0.0%
ARCMR	5	0.0%	5	0.0%	0.0	0.0%	0.0	0.0%
Centre for Foreign Policy Studies	1	0.0%	0	0.0%	1.4	0.1%	1.4	0.1%
Pearson Institute	131	0.2%	(20)	0.0%	8.0	0.5%	8.5	0.5%
Trace Analysis Research	13	0.0%	12	0.0%	0.0	0.0%	0.0	0.0%
Slowpoke-2 Facility	73	0.1%	73	0.1%	2.0	0.1%	3.0	0.2%
Aquatron	92	0.1%	92	0.1%	5.0	0.3%	5.0	0.3%
Health Law Institute	9	0.0%	0	0.0%	0.0	0.0%	3.0	0.2%
Centre for African Studies	25	0.0%	6	0.0%	0.0	0.0%	1.5	0.1%
Centre for Continuing Studies	1,027	1.6%	1,277	1.9%	5.3	0.3%	13.6	0.8%
Community Outreach	168	0.3%	168	0.3%	4.0	0.2%	8.0	0.4%
Municipal Administration Programme	520	0.8%	114	0.2%	7.5	0.4%	10.0	0.6%
Advanced Management Centre	1,720	2.6%	2,234	3.4%	11.0	0.6%	14.0	0.8%
Dentistry	3,524	5.4%	3,524	5.3%	63.3	3.6%	68.2	3.8%
Dental Hygiene	374	0.6%	338	0.5%	9.4	0.5%	9.0	0.5%
Dental Clinic	1,533	2.3%	1,412	2.1%	42.9	2.5%	37.9	2.1%
Law	2,291	3.5%	2,291	3.5%	72.2	4.2%	71.5	4.0%
Legal Aid Clinic	311	0.5%	311	0.5%	10.5	0.6%	10.5	0.6%
Anatomy	1,305	2.0%	1,305	2.0%	42.5	2.4%	44.5	2.5%
Biochemistry	1,100	1.7%	1,100	1.7%	45.9	2.6%	45.9	2.6%
Microbiology	1,090	1.7%	1,090	1.7%	34.3	2.0%	34.3	1.9%
Pharmacology	816	1.2%	816	1.2%	33.7	1.9%	33.7	1.9%
Physiology and Biophysics	1,636	2.5%	1,636	2.5%	55.1	3.2%	55.1	3.1%
Clinical Departments	11,477	17.5%	11,477	17.4%	370.6	21.3%	370.6	20.6%
Continuing Medical Education	608	0.9%	608	0.9%	11.6	0.7%	11.6	0.6%
Health Services Administration	228	0.3%	228	0.3%	11.3	0.6%	11.3	0.6%
Human Communication Disorders	518	0.8%	790	1.2%	12.8	0.7%	20.8	1.2%
Nursing	2,042	3.1%	2,042	3.1%	51.3	2.9%	51.3	2.9%

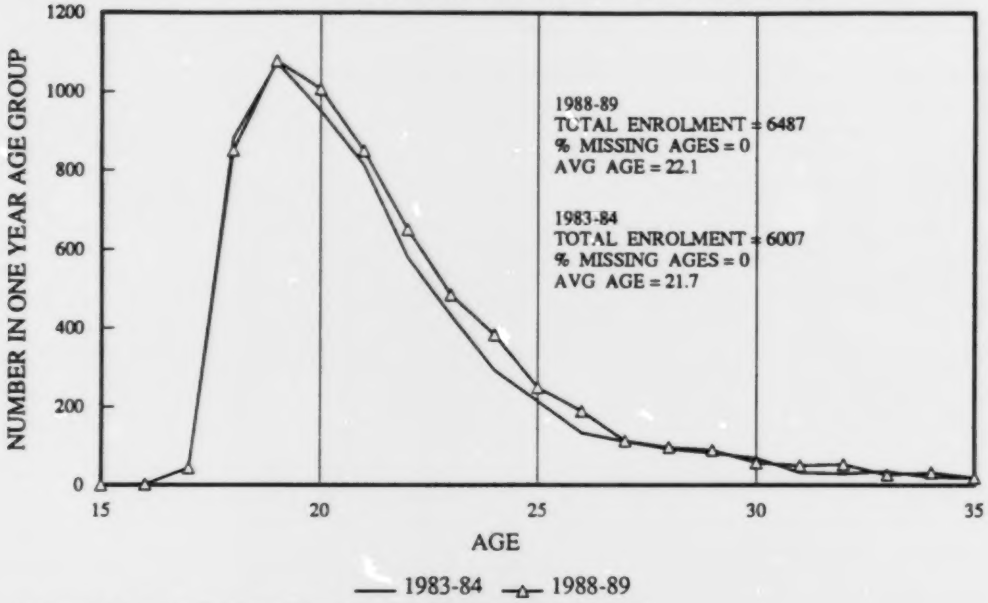
Teaching Departments	**Expenditures** **1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**Personnel** **1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Occupational Therapy	565	0.9%	797	1.2%	15.0	0.9%	17.0	0.9%
Pharmacy	923	1.4%	923	1.4%	18.6	1.1%	20.0	1.1%
Physiotherapy	686	1.0%	766	1.2%	13.4	0.8%	16.6	0.9%
Recreation, Physical and Health Education	1,594	2.4%	1,594	2.4%	30.0	1.7%	32.0	1.8%
Social Work	1,271	1.9%	1,271	1.9%	26.5	1.5%	24.5	1.4%
Total Teaching Departments	65,425	100.0%	66,048	100.0%	1738.0	100.0%	1796.5	100.0%

DALHOUSIE UNIVERSITY
SUMMARY OF FORM 2 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				Personnel			
Non-teaching Department or Unit	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
President's Office	1,019	2.6%	1,119	2.9%	17.7	2.0%	20.7	2.4%
General University	(1,342)	-3.5%	(1,692)	-4.3%	17.0	1.9%		0.0%
Dean's Office - Science	373	1.0%	373	1.0%	4.0	0.5%	4.5	0.5%
Dean's Office - Arts and Social Sciences	(555)	-1.4%	(505)	-1.3%	4.3	0.5%	4.3	0.5%
Dean's Office - Graduate Studies	490	1.3%	490	1.2%	21.0	2.4%	25.5	2.9%
Dean's Office - Management	200	0.5%	244	0.6%	2.0	0.2%	2.0	0.2%
Dean's Office - Dentistry	1,482	3.8%	1,482	3.8%	20.8	2.4%	20.8	2.4%
Dean's Office - Medicine	1,424	3.7%	1,424	3.6%	41.4	4.7%	41.4	4.8%
Dean's Office - Health Professions	270	0.7%	300	0.8%	4.0	0.5%	4.0	0.5%
Dean's Office - Law	241	0.6%	241	0.6%	4.0	0.5%	4.0	0.5%
Dean's Office - Henson College	421	1.1%	420	1.1%	15.4	1.8%	14.9	1.7%
Registrar's Office	1,369	3.5%	1,394	3.6%	39.0	4.5%	39.0	4.5%
Board of Governors	49	0.1%	49	0.1%	1.0	0.1%	1.0	0.1%
Senate Office	98	0.3%	112	0.3%	2.4	0.3%	2.5	0.3%
Research Services	168	0.4%	239	0.6%	3.9	0.4%	3.9	0.4%
Financial Services	1,472	3.8%	1,555	4.0%	40.8	4.7%	45.8	5.3%
Personnel Services	968	2.5%	1,082	2.8%	26.0	3.0%	26.0	3.0%
University Library	5,282	13.6%	5,282	13.5%	106.5	12.2%	106.5	12.2%
Law Library	772	2.0%	772	2.0%	16.0	1.8%	16.0	1.8%
University Computing and Information Services	3,723	9.6%	3,722	9.5%	65.0	7.5%	72.0	8.3%
Print Centre	(150)	-0.4%	33	0.1%	13.0	1.5%	13.0	1.5%
Studley Audio Visual Services	286	0.7%	286	0.7%	11.5	1.3%	11.5	1.3%
Vice-President Student Services	371	1.0%	436	1.1%	5.3	0.6%	6.3	0.7%
Counselling and Psychological Services	269	0.7%	346	0.9%	9.7	1.1%	6.9	0.8%
University Health Services	(59)	-0.2%	(65)	-0.2%	15.4	1.8%	15.4	1.8%
Instructional Development and Technology	255	0.7%	353	0.9%	4.7	0.5%	7.7	0.9%
Athletics, Recreation Services and Dalplex	2,401	6.2%	2,401	6.1%	28.3	3.2%	22.3	2.6%
Alumni Office	328	0.8%	328	0.8%	5.0	0.6%	6.0	0.7%
Development Office	502	1.3%	502	1.3%	14.0	1.6%	14.0	1.6%
Public Relations	433	1.1%	433	1.1%	9.3	1.1%	12.0	1.4%
Arts Centre	1,491	3.8%	963	2.5%	9.8	1.1%	6.0	0.7%
Arts Gallery	117	0.3%	117	0.3%	2.4	0.3%	0.0	0.0%
Technology Transfer Office	(16)	0.0%	0	0.0%	2.0	0.2%	4.0	0.5%
Dentistry Production Laboratory	(60)	-0.2%	(60)	-0.2%	12.0	1.4%	12.0	1.4%
Elementary School	94	0.2%	94	0.2%	0.0	0.0%	0.0	0.0%
Physical Plant and Planning	13,656	35.2%	13,971	35.6%	247.6	28.4%	247.6	28.5%
Safety Office	137	0.4%	137	0.3%	3.1	0.4%	3.1	0.4%
Audio Visual Division Medicine	439	1.1%	438	1.1%	13.0	1.5%	12.0	1.4%
Animal Care	382	1.0%	392	1.0%	14.5	1.7%	15.5	1.8%
Total Non-teaching	38,800	100.0%	39,208	100.0%	872.4	100.0%	869.7	100.0%
University Bookstore	3,447		3,447		14.0		14.0	
Housing and Conferences	(193)		(130)		25.0		28.7	
Ancillary Totals	3,254		3,317		39.0		42.7	
Total Teaching and Non-teaching (excluding ancillaries)	104,225		105,256		2588.7		2660.1	
Total All Depts Including Ancillaries	107,479		108,573		2635.8		2711.7	

DALHOUSIE UNIVERSITY - AGE DISTRIBUTION

FULL-TIME UNDERGRADUATES - 1983-84 and 1988-89



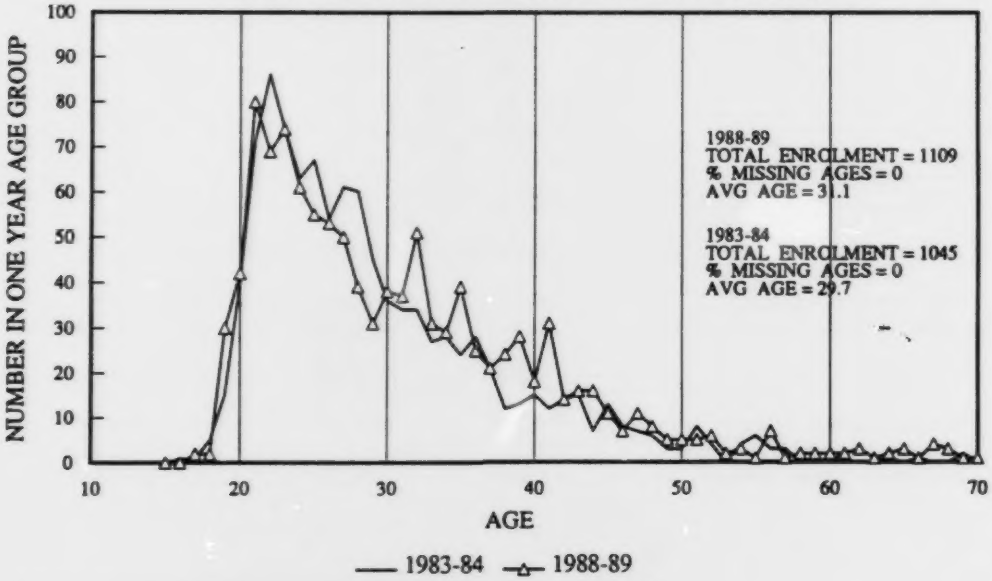
1988-89
TOTAL ENROLMENT = 6487
% MISSING AGES = 0
AVG AGE = 22.1

1983-84
TOTAL ENROLMENT = 6007
% MISSING AGES = 0
AVG AGE = 21.7

CANADIAN STUDENTS ONLY - MISSING AGES HAVE BEEN DISTRIBUTED PROPORTIONATELY BY INSTITUTION

DALHOUSIE UNIVERSITY - AGE DISTRIBUTION

PART-TIME UNDERGRADUATES - 1983-84 and 1988-89



1988-89
TOTAL ENROLMENT = 1109
% MISSING AGES = 0
AVG AGE = 31.1

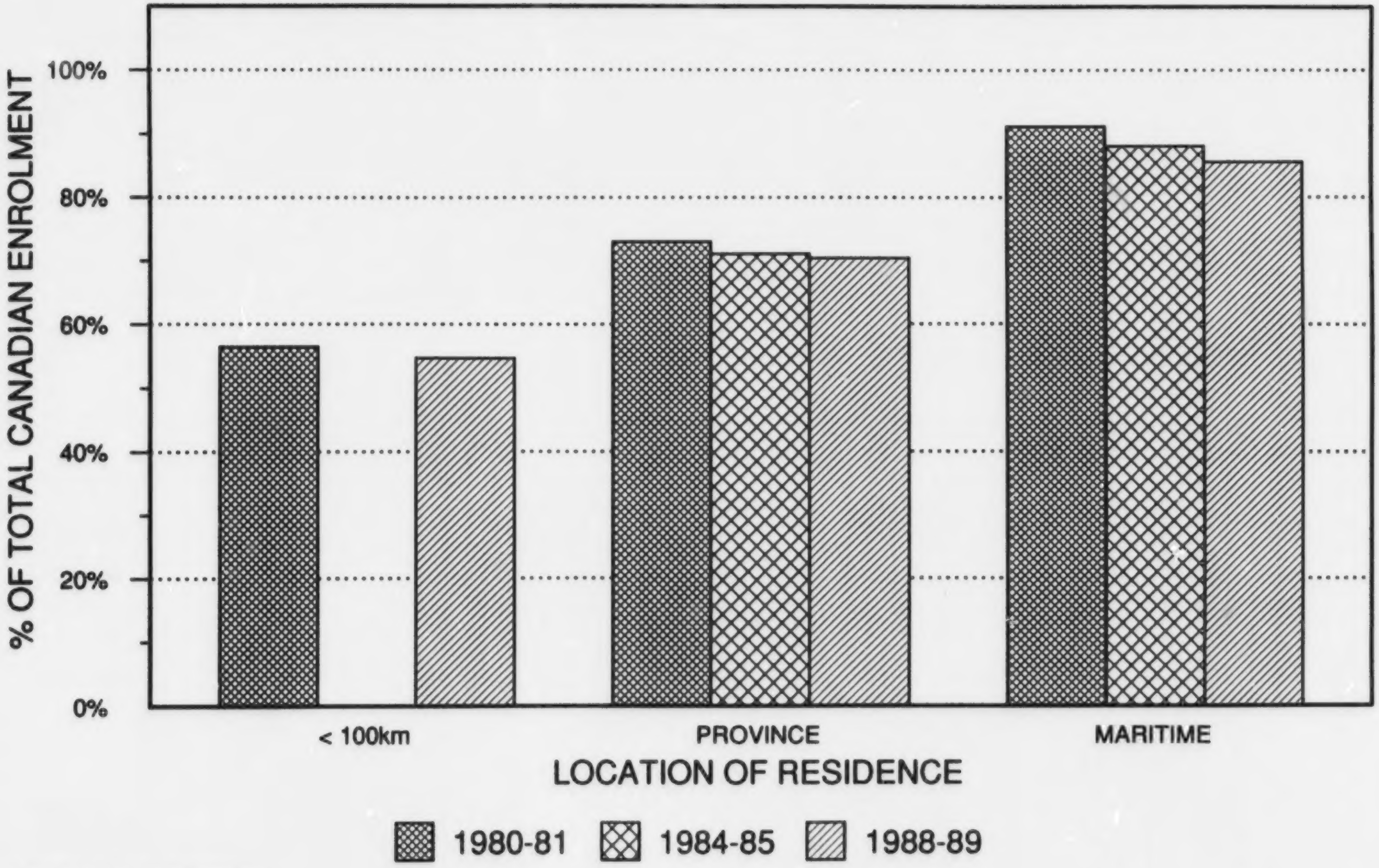
1983-84
TOTAL ENROLMENT = 1045
% MISSING AGES = 0
AVG AGE = 29.7

CANADIAN STUDENTS ONLY - MISSING AGES HAVE BEEN DISTRIBUTED PROPORTIONATELY BY INSTITUTION

FALL PART-TIME (HEAD COUNT)

DALHOUSIE UNIVERSITY - DISTANCE INDICATOR

FULL-TIME UNDERGRADS - 1980-81, 1984-85, 1988-89



CANADIAN STUDENTS

DALHOUSIE UNIVERSITY - ROLE AND CAPACITY STATEMENT

RESOURCES - TEACHING DEPARTMENTS

FACULTY	DEPARTMENT	STAFF RESOURCES 1988-89			STAFF RESOURCES 1993-94			BUDGET
		FT FAC	PT FAC	SUPPORT	FT FAC	PT FAC	SUPPORT	1988-89
								($000)
ARTS & SS	CLASSICS	3.0	1.0	1.0	4.0		1.0	227
	COMPARATIVE RELIGION	2.0	0.3		2.0			119
	ENGLISH	20.5	2.3	3.0	20.5	2.3	2.5	1,338
	FRENCH	17.0	4.0	4.0	17.0	4.0	4.0	971
	GERMAN	4.0	0.3	0.5	4.0	0.3	1.0	233
	HISTORY	19.0	1.0	1.0	19.0	0.7	2.0	1,002
	MUSIC	12.0	2.7	1.6	12.0	2.7	2.0	780
	PHILOSOPHY	10.8	0.8	1.0	10.8	0.8	1.0	649
	POLITICAL SCIENCE	12.6	2.0	2.0	12.6	2.0	2.0	745
	RUSSIAN	3.0		1.0	3.0		0.5	184
	SOCIOLOGY	17.5	1.0	2.5	18.0	0.5	2.5	1,090
	SPANISH	4.0	0.3	0.5	4.0		0.5	226
	THEATRE	7.8	0.5	6.3	8.0	0.5	6.0	641
	INTER DISCIPLINARY		0.5			0.5		9
	ECONOMICS	18.3	0.7	2.6	18.4	0.3	2.5	1,192
	SUB-TOTAL	151.4	17.5	27.0	153.3	14.6	27.5	9,406
SCIENCE	BIOLOGY	43.7		29.0	49.0	0.3	40.0	2,586
	CHEMISTRY	35.4		20.0	38.4	0.3	22.0	2,345
	ENGINEERING	6.9	0.3	2.0	6.9		2.0	489
	GEOLOGY	15.8		12.0	13.8		12.0	1,068
	MATHEMATICS+COMP.SCI	41.7	0.8	5.0	42.3	0.3	7.0	2,285
	OCEANOGRAPHY	19.2		17.5	23.2		24.5	796
	PHYSICS	21.2	0.5	7.5	23.2		8.0	1,378
	PSYCHOLOGY	29.0	0.5	27.0	32.0	0.3	28.0	2,177
	SUB-TOTAL	212.7	2.2	120.0	228.7	1.3	143.5	13,124
BUSINESS	BUSINESS ADMINISTRATION	39.5	2.4	11.4	39.5	2.4	11.4	2,763
	PUBLIC ADMINISTRATION	6.1	1.5	2.0	6.2	1.5	2.0	357
	SUB-TOTAL	45.6	3.9	13.4	45.7	3.9	13.4	3,120
EDUCATION		20.8		4.0	20.8		3.5	1,197
LAW		31.7	8.3	15.5	31.5	8.3	15.0	2,290
HEALTH	NURSING	30.8	12.0	8.5	30.8	12.0	8.5	2,042
PROF	SOCIAL WORK	19.0		7.5	18.0		6.5	1,271
	SUB-TOTAL	49.8	12.0	16.0	48.8	12.0	15.0	3,313
	TOTAL	512.0	43.9	195.9	528.7	40.2	217.9	32,450

* NOTE: Programs in Health Professions offered only at Dalhousie are not included

DALHOUSIE UNIVERSITY
ENROLMENT CHANGES

FACULTY	DEPARTMENT	ACTUAL 1983-1984				ACTUAL 1988-89				FORECAST 1993-94				REGISTRATION		
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		1983-84	1988-89	1993-94
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT			
ARTS & SS	CLASSICS	8		14	4	2	1	16	5	15		16			504	600
	COMPARATIVE RELIGION	1				1				2					135	150
	ENGLISH	95	12	40	19	173	17	58	20	162	17	69	25		1,884	1,800
	FRENCH	48	6	2	8	63	8	15	10	75		25			1,135	1,225
	GERMAN	4	1	3		7	0	7	2	20		10			307	310
	HISTORY	69	6	24	7	113	9	24	7	133		34			1,621	1,650
	MUSIC	70	16			69	20			110	10				363	480
	PHILOSOPHY	15	6	9	3	40	6	10	1	49	6	12	5		993	950
	POLITICAL SCIENCE	90	7	32	14	141	11	38	12	165	17	40	13		1,067	1,200
	RUSSIAN	8	3			10				16					188	220
	SOCIOLOGY	79	12	12	3	81	8	15	1	120	10	15	5		1,617	1,600
	SPANISH	6				4	3			10	5				227	275
	THEATRE	103	11			64	7			153	3				366	
	INTERDISCIPLINARY	1				27	2								69	
	SUB-TOTAL	597	80	136	58	795	92	183	58	1,030	68	221	48	0	10,472	10,460
SCIENCE	BIOLOGY	374	13	79	14	492	17	104	12	497	17	135	10		2,263	2,500
	CHEMISTRY	112	7	37	3	130		37	3	136		56	2		1,463	1,600
	ENGINEERING	257	17			221	11			260	10				468	500
	GEOLOGY	100	7	22	12	26	3	29	4	50	2	18	5		198	
	MATH/COMP.SCI	275	43	17	2	173	14	24	9	190	15	34	10		2,260	2,400
	OCEANOGRAPHY			53	8			49	6			64	4		79	100
	PHYSICS	47	1	10	4	78	1	19	4	96	1	26	1		918	1,000
	PSYCHOLOGY	273	17	22		337	36	24	2	362	41	50	5		2,714	3,000
	ECONOMICS	58	3	45	15	63	4	70	13	70	5	66	8		1,086	1,100
	SUB-TOTAL	1,496	108	285	58	1,520	86	356	53	1,661	91	449	45	0	11,447	12,200
BUSINESS	BUSINESS ADMIN	845	106	170	76	696	119	196	76	535	116	362	95		2,079	1,620
	PUBLIC ADMINISTRATION	7	17	38	35	4	32	30	45	4	30	33	52		20	
	SUB-TOTAL	852	123	208	111	700	151	226	121	539	146	395	147	0	2,099	1,620
EDUCATION		49	51	59	199	71	45	77	155	71	45	92	161		863	863
LAW		460	7	12	6	459	15	30	9	459	15	30	9		2,366	2,366
HEALTH	NURSING	321	85	21	36	294	162	16	76	379	175	22	80		929	1,300
PROF	SOCIAL WORK	93	151	16	16	85	97	22	16	85	48	21	61		562	562
	REC, PHYS & HEALTH ED	292	18	36	23	353	18	34	19	355	20	36	18		1,019	1,020
	SUB-TOTAL	706	254	73	75	732	277	72	111	819	243	79	159	0	2,510	2,882
	TOTAL	4,111	572	714	308	4,206	621	867	352	4,508	563	1,174	408	0	28,893	29,528

DALHOUSIE UNIVERSITY

1988-89
DEPARTMENT RESEARCH ACTIVITY

	Gov't $	No. of Projects	No. of Faculty	Private $	No. of Projects	No. of Faculty	Own $ Sources	No. of Projects	No. of Faculty	Total $	Total Projects	Total Faculty
ARTS												
Int'l Business Studies	0.0	0	0	0.0	0	0	0.0	0.0	0	0	0	0
Classics	0.9	0	0	0.0	0	0	0.0	0	0	0.9	0	0
Comparative Religion	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Economics	139.5	6	6	1.0	0	0	65.0	2	2	215.5	8	8
English	26.7	3	3	8.6	5	5	32.8	9	9	68.1	17	17
French	19.1	3	3	22.8	1	1	0.0	0	0	41.9	4	4
German	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
History	54.7	5	5	10.5	2	2	19.5	1	1	84.7	8	8
Music	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Philosophy	15.5	1	1	0.0	0	0	0.0	0	0	15.5	1	1
Political Science	320.8	9	9	0.0	0	0	0.0	0	0	320.8	9	9
Russian	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Sociology and Social Anthropology	46.4	3	3	0.0	0	0	0.0	0	0	46.4	3	3
Spanish	1.1	1	1	0.0	0	0	0.0	0	0	1.1	1	1
Theatre	0.0	0	0	10.0	2	2	0.0	0	0	10.0	2	2
Interdisciplinary Prog.	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Transition Year Programme	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
SCIENCE												
Biology	2,766.0	57	57	291.3	5	5	0.0	0	0	3,057.3	62	62
Chemistry	595.5	19	16	34.7	2	2	0.0	0	0	630.2	21	18
Geology	429.1	23	23	6.9	1	1	0.0	0	0	436.0	24	24
Math, Stats & Computing Science	524.2	35	35	125.4	3	3	0.0	0	0	649.6	38	38
Oceanography	2,013.1	62	62	5.0	1	1	80.5	6	6	2,098.6	69	69
Physics	506.3	19	19	30.7	2	2	0.0	0	0	537.0	21	21
Engineering	70.0	4	4	0.0	0	0	0.0	0	0	70.0	4	4
Psychology	949.3	38	38	122.0	4	4	39.0	2	2	1,110.3	44	44
BUSINESS ADMINISTRATION												
Public Administration	24.0	1	1	20.0	1	1	0.0	0	0	44.0	2	2
Business Administration	575.9	6	6	32.0	0	0	22.0	0	0	629.9	6	6
LAW												
Law	11.5	1	1	66.8	2	2	45.0	0	0	123.3	3	3
Legal Aid Clinic	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
DENTISTRY												
Dentistry	265.8	3	3	0.0	0	0	49.0	18	17	314.8	21	20
Dental Clinic	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
School of Dental Hygiene	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0

	Gov't $	No. of Projects	No. of Faculty	Private $	No. of Projects	No. of Faculty	Own $ Sources	No. of Projects	No. of Faculty	Total $	Total Projects	Total Faculty
MEDICINE												
Anatomy	358.5	12	10	74.4	2	2	0.0	0	0	431.9	14	12
Biochemistry	1,117.0	21	12	635.6	10	10	51.6	3	7	1,804.2	34	29
Microbiology	483.3	15	15	75.6	3	3	0.0	0	0	558.9	18	18
Pharmacology	993.1	25	11	164.1	5	5	0.0	0	0	1,157.2	30	16
Physiology & Biophysics	1,002.2	21	21	640.9	25	25	0.0	0	0	1,643.1	46	46
All Clinical Depts.	1,938.6	42	40	1,529.1	48	48	129.0	1	1	3,937.2	94	92
Continuing Med. Ed.	4.0	1	1	0.0	0	0	0.0	0	0	4.0	1	1
HEALTH PROFESSIONS												
Health Services Admin.	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Human Comm. Disorders	25.8	2	2	0.0	0	0	0.0	0	0	25.8	2	2
Nursing	172.0	1	1	33.8	3	3	62.0	0	0	267.8	4	4
Occupational Therapy	31.1	1	2	1.0	1	1	0.0	0	0	32.1	2	3
Pharmacy	172.1	8	8	1.0	1	1	0.0	0	0	173.1	9	9
Physiotherapy	19.0	2	2	11.6	1	1	30.6	3	3	61.2	6	6
Recreation, Physical & Health Education	136.1	7	7	9.2	1	1	0.0	0	0	145.3	8	8
Social Work	181.0	1	1	34.0	0	0	72.0	0	0	287.0	1	1
Nuclear Magnetic Resonance Centre	42.0	1	6	0.0	0	0	0.0	0	0	42.0	1	6
Advanced Management Centre	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Municipal Admin. Prog.	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
School of Education	55.0	3	3	0.0	0	0	0.0	0	0	55.0	3	3
Community Outreach Unit	0.0	0	0	7.2	2	5	0.0	0	0	7.2	2	5
Centre for Cont. Ed.	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Ctr. for African Studies	53.0	1	1	21.0	1	1	37.0	0	0	111.0	2	2
Health Law Institute	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Aquatron	89.2	1	9	14.6	3	0	156.3	1	0	260.1	5	9
Slowpoke-2 Facility	68.0	1	1	0.0	0	0	64.3	0	0	132.3	1	1
Pearson Institute	252.0	4	4	38.0	1	1	33.0	0	0	323.0	5	5
Trace Analysis Research	242.0	7	5	0.0	0	0	0.0	0	0	242.0	7	5
Ctr. for Foreign Policy Studies	95.0	1	1	3.0	1	1	0.0	0	0	98.0	2	2
ARCMR	482.8	5	10	30.0	1	2	0.0	0	0	512.8	6	12
Atlantic Institute of Criminology	37.5	2	2	53.8	2	3	0.0	0	0	91.3	4	5
Ctr. for Marine Geology	562.0	20	12	118.0	3	3	0.0	0	0	680.0	23	15
Oceans Institute of Canada	70.0	8	20	100.0	2	7	0.0	0	0	170.0	10	27
Resource and Environmental Studies	4,024.9	13	13	818.0	2	2	262.0	1	1	5,104.9	16	16
Library and Information Services	9.0	1	1	0.0	0	0	0.0	0	0	9.0	1	1
TOTAL	22,071.6	526	517	5,201.6	149	156	1,250.6	47	49	28,523.8	722	722

APPENDICES

Mount Saint Vincent University

MOUNT ST. VINCENT UNIVERSITY
SUMMARY OF FORM 1 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				Personnel			
Teaching Departments	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Biology	311	4.4%	311	4.4%	7.8	3.6%	9.5	3.9%
Business Administration	755	10.8%	755	10.8%	23.2	10.7%	27.3	11.1%
Canadian Studies	1	0.0%	1	0.0%	0.8	0.3%	1.3	0.5%
Chemistry/Physics	290	4.1%	290	4.1%	9.3	4.3%	10.0	4.1%
Child Study	273	3.9%	273	3.9%	11.0	5.1%	12.0	4.9%
Economics	220	3.1%	220	3.1%	5.3	2.4%	6.5	2.6%
Education	869	12.4%	869	12.4%	21.3	9.9%	28.0	11.4%
English	510	7.3%	510	7.3%	11.5	5.3%	13.0	5.3%
Fine Arts	3	0.0%	3	0.0%	2.0	0.9%	1.0	0.4%
Gerontology	121	1.7%	121	1.7%	12.3	5.7%	16.0	6.5%
History	280	4.0%	280	4.0%	5.3	2.5%	6.0	2.4%
Home Economics	601	8.6%	601	8.6%	16.3	7.6%	18.0	7.3%
Mathematics and Computer Studies	396	5.7%	396	5.7%	11.3	5.2%	13.0	5.3%
Modern Languages	376	5.4%	376	5.4%	11.3	5.2%	10.3	4.2%
Museum Studies	1	0.0%	1	0.0%	0.3	0.1%	0.0	0.0%
Office Administration	344	4.9%	344	4.9%	10.2	4.7%	10.2	4.1%
Philosophy	2	0.0%	2	0.0%	2.5	1.2%	2.0	0.8%
Political Studies	4	0.1%	4	0.1%	2.3	1.1%	5.5	2.2%
Psychology	585	8.4%	585	8.4%	14.6	6.8%	17.3	7.0%
Public Relations	311	4.4%	311	4.4%	8.8	4.1%	9.3	3.8%
Religious Studies	213	3.1%	213	3.1%	3.7	1.7%	5.0	2.0%
Sociology/Anthropology	359	5.1%	359	5.1%	10.4	4.8%	12.1	4.9%
Speech and Drama	2	0.0%	2	0.0%	1.3	0.6%	1.3	0.5%
Tourism and Hospitality Management	161	2.3%	161	2.3%	11.0	5.1%	11.7	4.7%
Women'S Studies	2	0.0%	2	0.0%	2.3	1.1%	0.0	0.0%
Total Teaching Departments	6,990	100.0%	6,990	100.0%	215.9	100.0%	246.3	100.0%

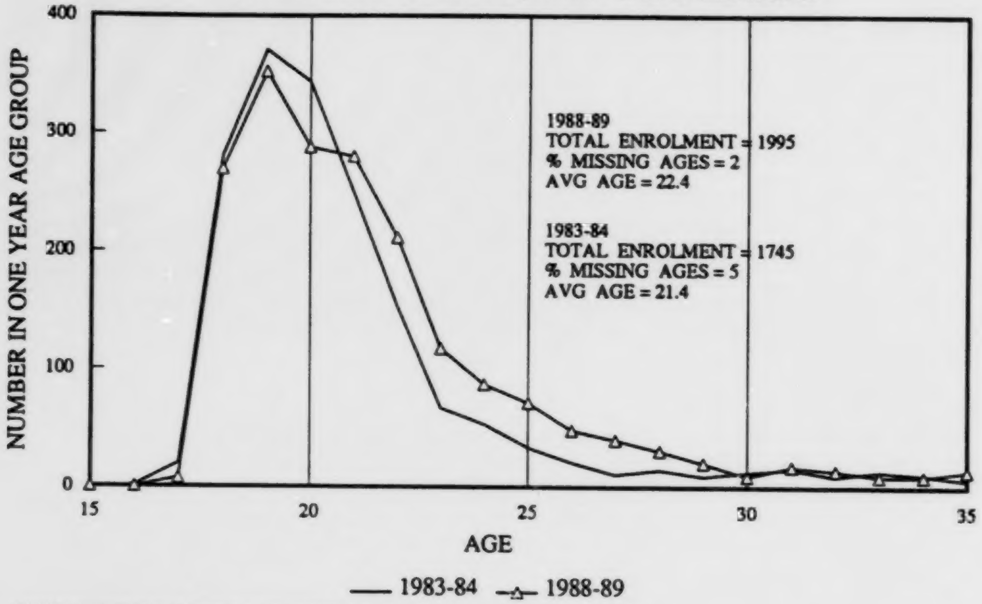
MOUNT ST. VINCENT UNIVERSITY

SUMMARY OF FORM 2 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				Personnel			
Non-teaching Department or Unit	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
General Administration	1,024	9.8%	675	5.6%	6.0	2.2%	0.0	0.0%
Alumnae	24	0.2%	36	0.3%	3.0	1.1%	4.0	1.3%
President's Office	225	2.2%	276					
Office of Vice-President Academic	332	3.2%	333	2.8%	5.0	1.9%	5.0	1.7%
Office of Vice-President Administration	184	1.8%	205	1.7%	2.0	0.7%	4.0	1.3%
Asst. to President	95	0.9%	106	0.9%	2.0	0.7%	2.0	0.7%
Office of Institutional Research	54	0.5%	95	0.8%	1.0	0.4%	2.5	0.8%
Administration-Payroll	74	0.7%	78	0.6%	2.3	0.9%	2.3	0.8%
Personnel	87	0.8%	139	1.2%	2.0	0.7%	3.0	1.0%
Art Gallery	135	1.3%	135	1.1%	3.0	1.1%	4.0	1.3%
Audio-Visual Services	85	0.8%	85	0.7%	2.3	0.9%	3.0	1.0%
Athletics/Recreation	43	0.4%	50	0.4%	3.4	1.3%	4.5	1.5%
Library	671	6.5%	922	7.6%	16.0	5.9%	19.5	6.5%
Summer School	287	2.8%	345	2.9%	63.5	23.6%	70.0	23.2%
Centre for Continuing Education	194	1.9%	206	1.7%	9.5	3.5%	5.0	1.7%
Co-operative Education	201	1.9%	201	1.7%	5.3	2.0%	5.0	1.7%
DUET	129	1.2%	123	1.0%	3.0	1.1%	4.0	1.3%
Computing and Communications Technologies	1,001	9.6%	918	7.6%	15.3	5.7%	19.0	6.3%
Child Stdy Centre	147	1.4%	168	1.4%	6.3	2.3%	6.3	2.1%
Deans Offices	277	2.7%	275	2.3%	4.0	1.5%	6.0	2.0%
Development Office	170	1.6%	258	2.1%	5.0	1.9%	7.0	2.3%
Financial Services	275	2.6%	315	2.6%	8.8	3.3%	9.3	3.1%
Public Relations Office	230	2.2%	338	2.8%	4.0	1.5%	6.0	2.0%
Physical Plant Services	3,493	33.6%	4,597	38.1%	68.0	25.2%	73.0	24.2%
Purchasing	77	0.7%	102	0.8%	2.5	0.9%	3.0	1.0%
Registrar/Admissions Office	350	3.4%	441	3.7%	11.6	4.3%	19.0	6.3%
Student Services	538	5.2%	638	5.3%	14.6	5.4%	15.6	5.2%
Total Non-teaching	10,401	100.0%	12,058	100.0%	269.5	100.0%	302.1	100.0%
Ancillaries								
Conference Office	69		73		3.0		3.0	
Bookstore	100		120		5.5		5.5	
Housing	18		23		22.0		21.0	
Total Ancillaries	187		216		30.5		29.5	
Total Teaching and Non-teaching (excluding ancillaries)	17,390		19,048		485.4		548.5	
Total All Depts Including Ancillaries	17,577		19,264		515.9		578.0	

MOUNT SAINT VINCENT UNIVERSITY - AGE DISTRIBUTION

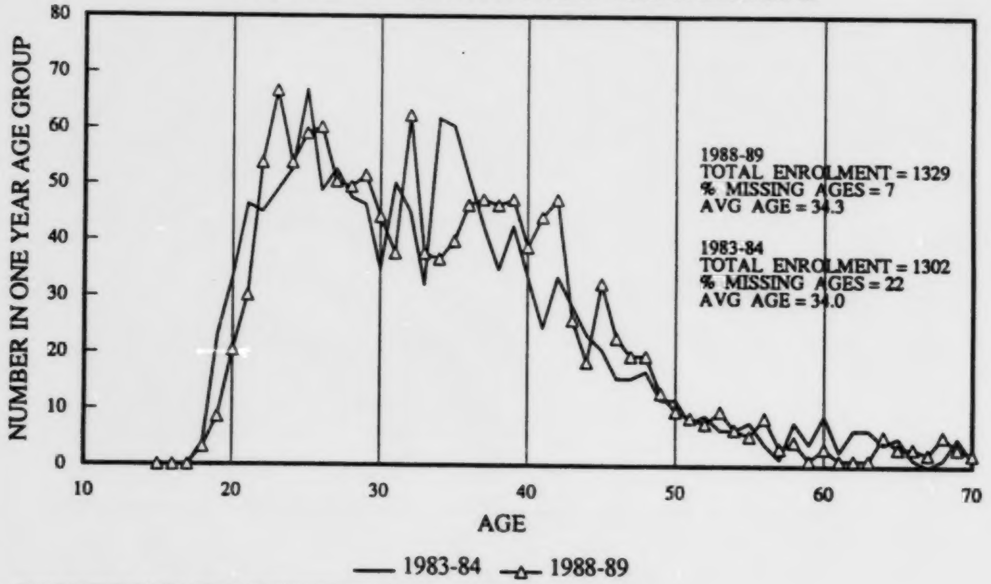
FULL-TIME UNDERGRADUATES - 1983-84 and 1988-89



CANADIAN STUDENTS ONLY - MISSING AGES HAVE BEEN DISTRIBUTED PROPORTIONATELY BY INSTITUTION

MOUNT SAINT VINCENT UNIVERSITY - AGE DISTRIBUTION

PART-TIME UNDERGRADUATES - 1983-84 and 1988-89



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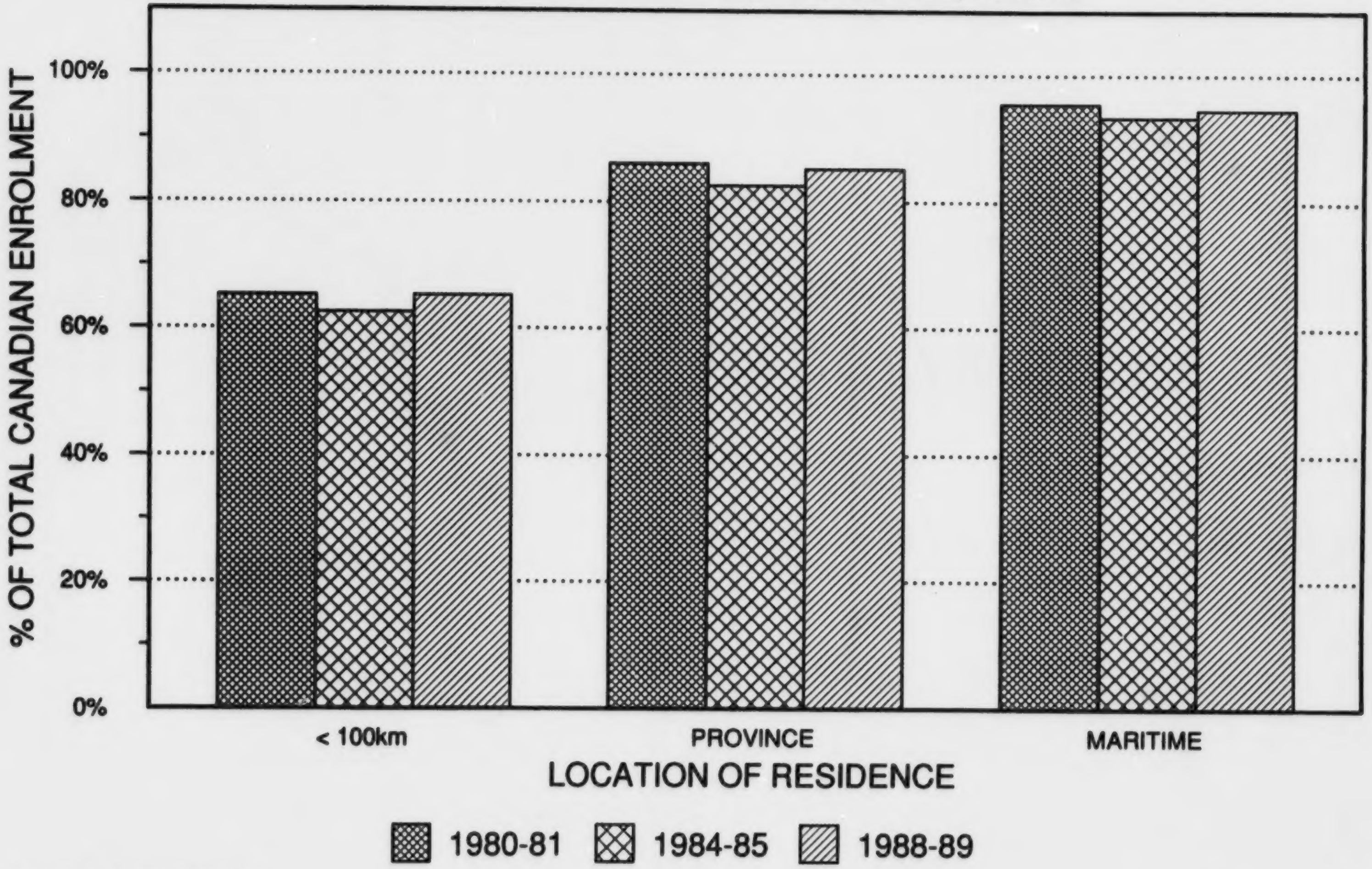
FALL PART-TIME (HEAD COUNT)

MOUNT SAINT VINCENT UNIV - DISTANCE INDICATOR

FULL-TIME UNDERGRADS - 1980-81, 1984-85, 1988-89



CANADIAN STUDENTS

MOUNT SAINT VINCENT UNIVERSITY - ROLE AND CAPACITY STATEMENT

RESOURCES - TEACHING DEPARTMENTS

FACULTY	DEPARTMENT	STAFF RESOURCES 1988-89			STAFF RESOURCES 1993-94			BUDGET
		FT FAC	PT FAC	SUPPORT	FT FAC	PT FAC	SUPPORT	1988-89
								($000)
ARTS	GERONTOLOGY	2.0	6.0	4.3	3.0	8.0	5.0	121
	CANADIAN STUDIES	0.8			1.3			
	FINE ARTS		2.0		1.0			
	ENGLISH	9.0	1.8	0.7	11.0	1.0	1.0	510
	PUBLIC RELATIONS	6.0	2.3	0.5	8.0	1.3		311
	HISTORY	4.0	1.0	0.3	5.0	1.0		280
	MODERN LANG/CLASSICS	10.0	0.3	1.0	10.0	0.3		375
	PHILOSOPHY	2.0	0.5		2.0			
	POLITICAL STUDIES	2.0		0.3	3.0	2.0	0.5	
	RELIGIOUS STUDIES	3.0	0.5	0.2	3.5	1.0	0.5	212
	SOCIOLOGY/ANTHRO	9.0	1.0	0.4	10.5	1.0	0.6	357
	SPEECH/DRAMA	1.0	0.3		1.0	0.3		
	WOMEN STUDIES	2.0		0.3				
	SUB-TOTAL	50.8	15.7	7.9	59.3	15.9	7.6	2,166
SCIENCE	BIOLOGY	5.0		2.8	6.0		3.5	309
	CHEMISTRY/PHYSICS	4.0		5.3	5.0		5.0	295
	HOME ECONOMICS	13.0	1.3	2.0	14.0	1.0	3.0	601
	MATHEMATICS+COMP.SCI	9.3	0.7	1.3	11.0		2.0	396
	PSYCHOLOGY	12.0	1.3	1.3	14.0	1.3	2.0	585
	SUB-TOTAL	43.3	3.3	12.7	50.0	2.3	15.5	2,186
COMMERCE	ECONOMICS	4.0	1.0	0.3	6.0	0.0	0.5	221
	BUSINESS ADMINISTRATION	17.0	4.7	1.5	19.0	6.3	2.0	554
	OFFICE ADMINISTRATION	8.0	0.2	2.0	8.0	0.2	2.0	345
	TOURISM/HOSPITALITY	4.0		7.0	5.0	1.7	5.0	160
	SUB-TOTAL	33.0	5.9	10.8	38.0	8.2	9.5	1,280
EDUCATION	EDUCATION	15.0	3.3	3.0	19.0	4.0	5.0	867
	CHILD STUDY	6.0	3.0	2.0	7.0	3.0	2.0	272
	SUB-TOTAL	21.0	6.3	5.0	26.0	7.0	7.0	1,139
	TOTAL	148.1	31.2	36.4	173.3	33.4	39.6	6,771

MOUNT SAINT VINCENT UNIVERSITY
ENROLMENT CHANGES

FACULTY	DEPARTMENT	ACTUAL 1983-1984				ACTUAL 1988-89				FORECAST 1993-94				REGISTRATION		
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		1983-84	1988-89	1993-94
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT			
ARTS	GERONTOLOGY	10				11	67			20	80			303	211	210
	CANADIAN STUDIES	1				5				5					50	65
	FINE ARTS	27	21			33	27								48	60
	ENGLISH	26				43	12							806	887	1,084
	PUBLIC RELATIONS	227				243	10			245	10			479	507	510
	HISTORY					28	1							401	520	520
	MODERN LANG/CLASSICS	19				25	9			29	9			543	515	515
	PHILOSOPHY					1				3				180	133	150
	POLITICAL STUDIES	3				8	3			10	5			125	134	
	RELIGIOUS STUDIES	7				8	5			15	10			173	121	121
	SOCIOLOGY/ANTHRO	18				35	10			39	15			784	798	800
	SPEECH/DRAMA														139	140
	WOMEN STUDIES					5	4			30	15				57	75
	SUB-TOTAL	338	21	0	0	445	148	0	0	396	144	0	0	3,794	4,119	4,250
SCIENCE	BIOLOGY	21	37			15	4							353	366	440
	CHEMISTRY/PHYSICS	5				4	5			8	4			233	214	268
	HOME ECONOMICS	176				204	44	8	5	207	45	10	15	597	863	865
	MATHEMATICS/COMP.SCI	9				13	7			25	15			781	763	763
	PSYCHOLOGY	51				75	19			87	30			1,173	1,394	1,400
	SUB-TOTAL	262	37	0	0	311	79	8	5	327	94	10	15	3,137	3,599	3,735
COMMERCE	ECONOMICS	2				1	1			4	4			407	438	440
	BUSINESS ADMIN	218	181			270	223			272	250			1,376	1,849	1,849
	OFFICE ADMIN	210				150	34			120	10			637	498	450
	TOURISM/HOSPITALITY					64	28			140	50				57	70
	SUB-TOTAL	430	181	0	0	485	286	0	0	536	314	0	0	2,420	2,841	2,809
EDUCATION	EDUCATION	78	57	7	106	89	78	43	170	100	80	75	200	794	819	1,100
	CHILD STUDY	265	4			213	10			240	10			448	382	400
	SUB-TOTAL	343	61	7	106	302	88	43	170	340	90	75	200	1,242	1,201	1,500
	TOTAL	1,373	300	7	108	1,543	601	51	175	1,599	642	85	215	10,593	11,759	12,294

MOUNT SAINT VINCENT UNIVERSITY

1988-89
DEPARTMENT RESEARCH ACTIVITY

	Gov't $	No. of Projects	No. of Faculty	Private $	No. of Projects	No. of Faculty	Own $ Sources	No. of Projects	No. of Faculty	Total $	Total Projects	Total Faculty
Biology	60.2	8	5	0.0	0	0	0.0	0	0	60.2	8	5
Business Administration	7.2	3	0	0.5	1	0	9.6	3	5	17.3	7	5
Canadian Studies	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Chemistry/Physics	5.1	2	0	0.0	0	0	0.0	0	1	5.1	2	1
Child Study	0.0	0	0	0.0	0	0	0.9	1	0	0.9	1	0
Economics	6.0	3	0	0.0	0	0	3.6	3	3	9.6	6	3
Education	8.0	2	0	0.0	0	0	7.1	6	7	15.1	8	7
English	12.6	4	3	0.0	0	0	1.2	1	3	13.8	5	6
Fine Arts	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Drama/Speech	36.1	3	1	0.0	0	0	0.0	0	0	36.1	3	1
Gerontology	12.0	2	1	0.0	0	0	0.0	0	0	12.0	2	1
History	3.7	2	0	0.0	0	0	0.1	1	2	3.8	3	2
Home Economics	6.2	3	0	0.0	0	0	2.7	1	2	8.9	4	2
Math./Computer Science	15.7	5	0	0.0	0	0	1.5	1	4	17.2	6	4
Modern Languages	0.0	0	0	0.0	0	0	1.6	1	1	1.6	1	1
Museum Studies	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Philosophy	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Political Science	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Psychology	53.5	10	0	0.0	0	0	1.4	2	4	54.9	12	4
Public Relations	0.0	0	0	0.0	0	0	0.7	1	0	0.7	1	0
Office Administration	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Religious Studies	0.7	1	1	0.0	0	0	0.0	0	0	0.7	1	1
Sociology/Anthropology	0.6	1	0	0.0	0	0	2.6	2	0	3.2	3	0
Tourism/Hospitality Mgt.	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Women's Studies	15.0	0	0	25.0	3	1	40.0	0	0	80.0	3	1
TOTAL	242.6	49	11	25.5	4	1	73.0	23	32	341.1	76	44

APPENDICES

Nova Scotia Agricultural College

NOVA SCOTIA AGRICULTURAL COLLEGE
SUMMARY OF FORM 1 SUBMISSIONS - EXPENDITURES AND PERSONNEL

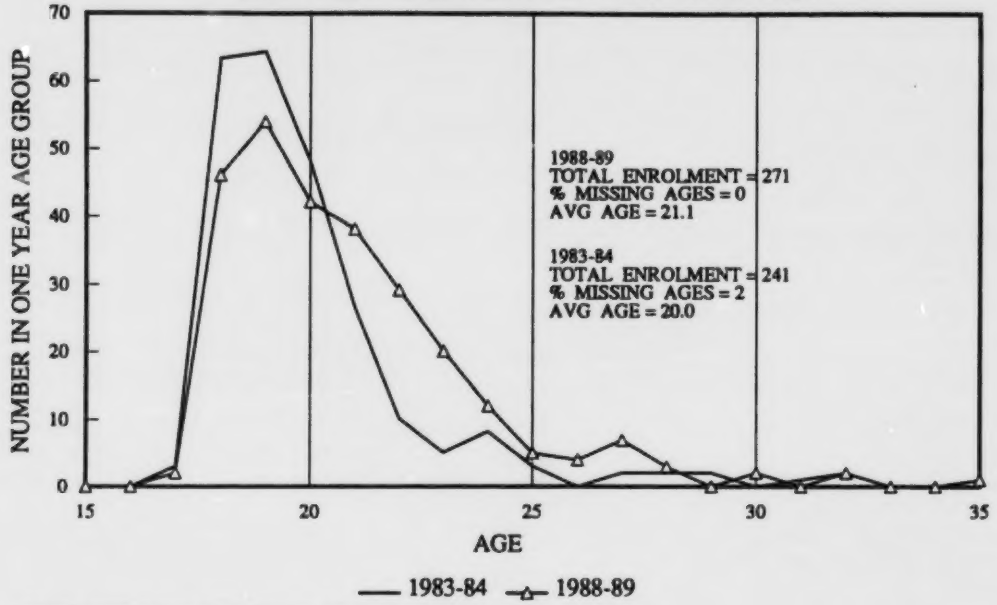
	Expenditures				Personnel			
Teaching Departments	1988-89 (000's)	% of total	1993-94 (000's)	% of total	1988-89 (FTE)	% of total	1993-94 (FTE)	% of total
Agriculture Engineering	692	13.0%	717	13.1%	14.0	11.8%	15.0	12.1%
Animal Science	1030	19.3%	992	18.1%	29.0	24.5%	28.0	22.7%
Biology	749	14.1%	756	13.8%	16.0	13.5%	16.0	13.0%
Chemistry-Soils	965	18.1%	1007	18.4%	16.5	13.9%	16.5	13.4%
Economics and Business	392	7.4%	420	7.7%	9.0	7.6%	10.0	8.1%
Humanities	122	2.3%	126	2.3%	5.0	4.2%	5.0	4.0%
Mathematics and Physics	381	7.2%	397	7.3%	6.0	5.1%	7.0	5.7%
Plant Science	992	18.6%	1057	19.3%	23.0	19.4%	26.0	21.1%
Total Teaching Departments	5,323	100.0%	5,472	100.0%	118.5	100.0%	123.5	100.0%

NOVA SCOTIA AGRICULTURAL COLLEGE
SUMMARY OF FORM 2 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				Personnel			
Non-teaching Department or Unit	1988-89 (000's)	% of total	1993-94 (000's)	% of total	1988-89 (FTE)	% of total	1993-94 (FTE)	% of total
Administration	892	14.4%	943	14.6%	15.0	15.4%	17.0	16.6%
Vocational and Continuing Education	363	5.8%	367	5.7%	3.0	3.1%	3.0	2.9%
Library	400	6.4%	420	6.5%	7.2	7.4%	8.0	7.8%
Physical Plant	2,604	41.9%	2,733	42.2%	40.0	41.1%	41.0	39.9%
Farm	1,630	26.2%	1,668	25.8%	26.0	26.7%	27.0	26.3%
Student Services (Athletics)	326	5.2%	341	5.3%	6.2	6.4%	6.7	6.5%
Total Non-teaching	6,215	100.0%	6,472	100.0%	97.4	100.0%	102.7	100.0%
Ancillaries Residence & Dining	1,322		1,322		12.5		12.5	
Total Teaching and Non-teaching (excluding ancillaries)	11,538		11,944		215.9		226.2	
Total All Depts Including Ancillaries	12,860		13,266		228.4		238.7	

NS AGRICULTURAL COLLEGE - AGE DISTRIBUTION

FULL-TIME UNDERGRADUATES - 1983-84 and 1988-89



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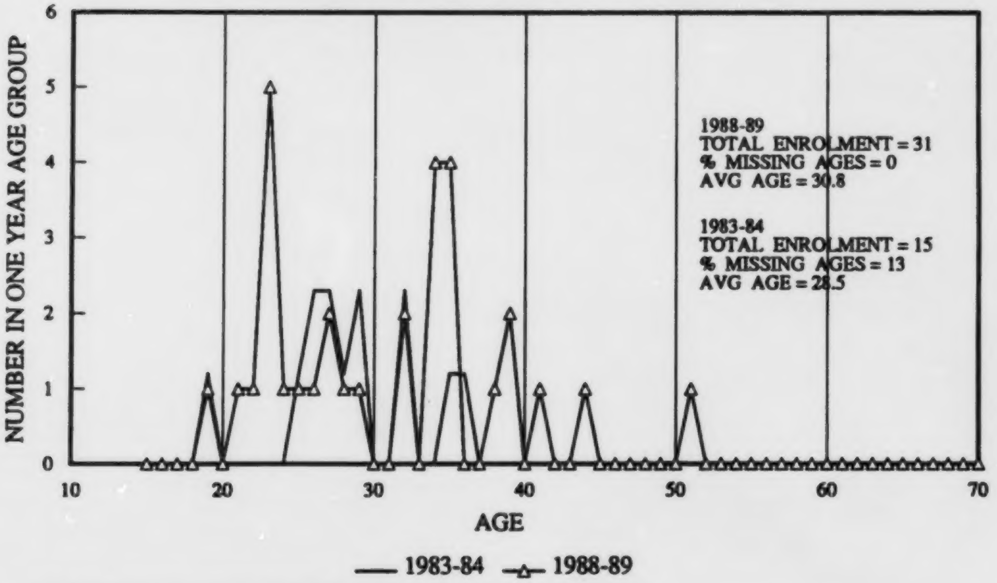
NS AGRICULTURAL COLLEGE - AGE DISTRIBUTION

PART-TIME UNDERGRADUATES - 1983-84 and 1988-89



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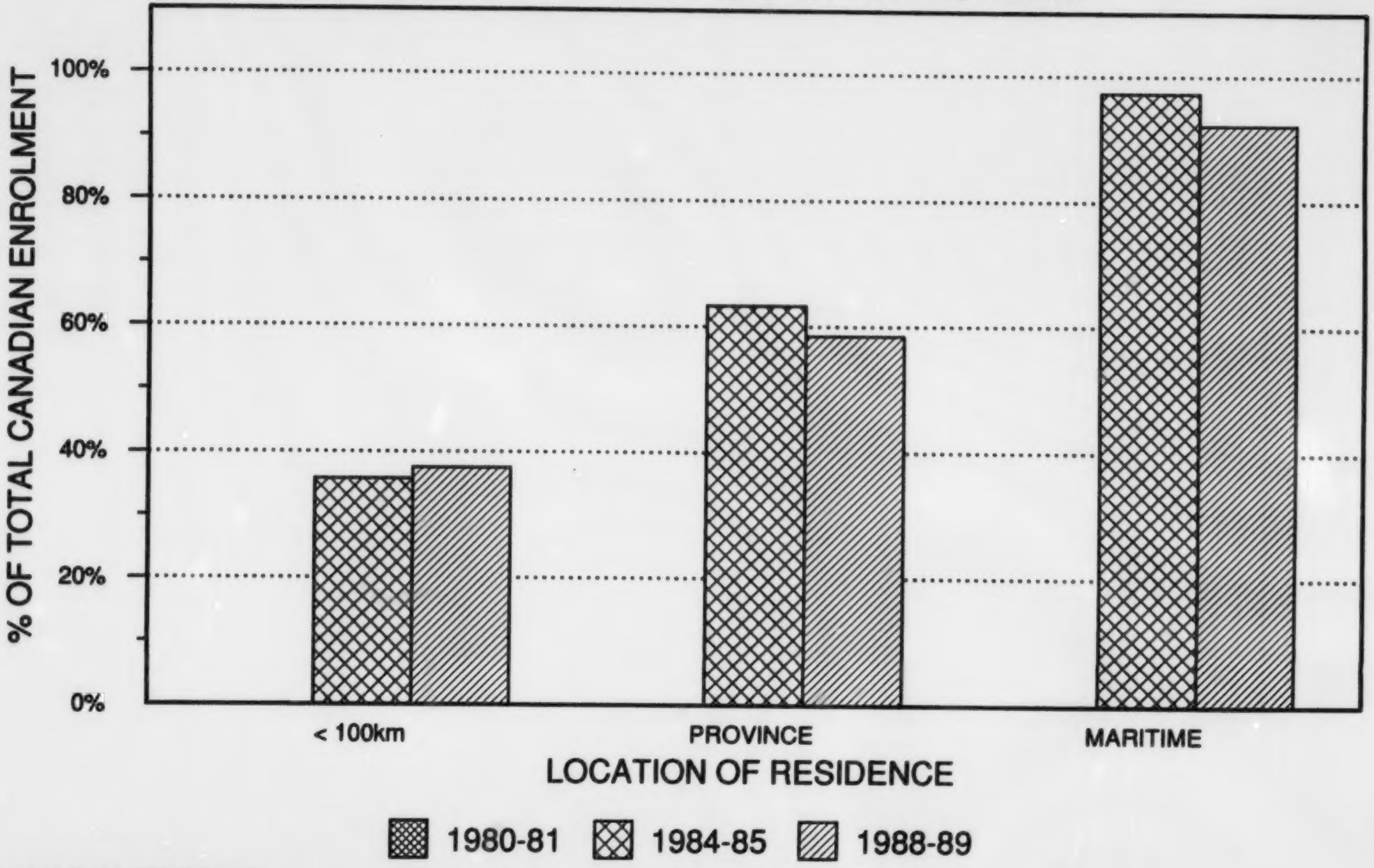
FALL PART-TIME (HEAD COUNT)

NS AGRICULTURAL COLLEGE - DISTANCE INDICATOR

FULL-TIME UNDERGRADS - 1980-81, 1984-85, 1988-89



CANADIAN STUDENTS

NOVA SCOTIA AGRICULTURAL COLLEGE - ROLE AND CAPACITY STATEMENT

RESOURCES - TEACHING DEPARTMENTS

FACULTY	DEPARTMENT	STAFF RESOURCES 1988-89			STAFF RESOURCES 1993-94			BUDGET
		FT FAC	PT FAC	SUPPORT	FT FAC	PT FAC	SUPPORT	1988-89
								($000)
	HUMANITIES	2.0	2.0	1.0	2.0	3.0		122
	ECONOMICS/BUSINESS	6.0	1.0	2.0	6.0	1.0	3.0	392
	SUB-TOTAL	8.0	3.0	3.0	8.0	4.0	3.0	514
	MATHEMATICS/PHYSICS	5.0	1.0		5.0	1.0	1.0	381
	PLANT SCIENCE	11.0	0.0	12.0	12.0	1.0	12.0	992
	CHEMISTRY/SOILS	9.0	0.3	7.0	9.0	0.3	7.0	965
	BIOLOGY	8.0		8.0	8.0		8.0	749
	AGRICULTURAL ENG	8.0		5.0	8.0		5.0	692
	ANIMAL SCIENCE	12.0	4.0	13.0	12.0	3.0	13.0	1,030
	SUB-TOTAL	53.0	5.3	45.0	54.0	5.3	46.0	4,809
	TOTAL	61.0	8.3	48.0	62.0	9.3	49.0	5,323

NOVA SCOTIA AGRICULTURAL COLLEGE
ENROLMENT CHANGES

FACULTY	DEPARTMENT	ACTUAL 1983-84				ACTUAL 1988-89				FORECAST 1993-94				REGISTRATION		
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE				
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	1983-84	1988-89	1993-94
	HUMANITIES													216	212	240
	ECONOMICS/BUSINESS	78				62				53				356	358	360
	SUB-TOTAL	78	0	0	0	62	0	0	0	53	0	0	0	572	537	600
	MATHEMATICS/PHYSICS													396	279	300
	PLANT SCIENCE	111				126	20			145				254	300	310
	CHEMISTRY/SOILS	7				24	6			38	7			376	330	375
	BIOLOGY	65				47	4			40	6			458	441	511
	AGRICULTURAL ENG	29				43				85				184	159	326
	ANIMAL SCIENCE	162				202	24	2		228	35	10	2	291	345	419
	SUB-TOTAL	374	0	0	0	442	54	2	0	536	48	10	2	1,959	1,854	2,241
	TOTAL	452	0	0	0	504	54	2	0	589	48	10	2	2,531	2,391	2,841

NOVA SCOTIA AGRICULTURAL COLLEGE

1988-1989
DEPARTMENT RESEARCH ACTIVITY

	Gov't $	No. of Projects	No. of Faculty	Private $	No. of Projects	No. of Faculty	Own $ Sources	No. of Projects	No. of Faculty	Total $	Total Projects	Total Faculty
Agricultural Engineering	190.0	8	9	59.0	1	1	0.0	0	0	249.0	9	10
Animal Science	331.5	17	17	19.6	4	4	0.0	0	0	351.1	21	21
Biology	140.4	11	8	37.5	3	2	2.5	1	1	180.4	15	11
Chemistry Soils	225.0	12	12	1.5	1	1	10.0	1	2	236.5	14	15
Economics & Business	75.0	4	4	0.0	0	0	25.0	1	2	100.0	5	6
Humanities	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Mathematics & Physics	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Plant Science	270.0	16	12	14.0	4	4	0.0	0	0	284.0	20	16
TOTAL	1,231.9	68	62	131.6	13	12	37.5	3	5	1,401.0	84	79

APPENDICES

Nova Scotia College of Art and Design

NOVA SCOTIA COLLEGE OF ART AND DESIGN
SUMMARY OF FORM 1 SUBMISSIONS - EXPENDITURES AND PERSONNEL

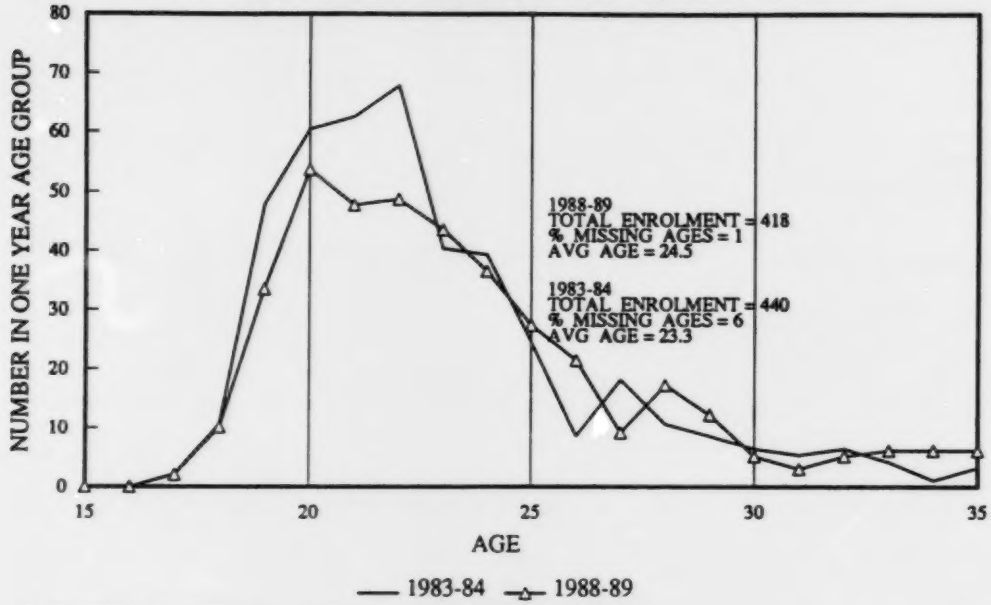
	Expenditures				Personnel			
Teaching Departments	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Summer	199	6.3%	199	5.9%	7.0	8.9%	7.0	8.7%
Design	709	22.4%	769	22.9%	14.8	19.0%	14.8	18.4%
Crafts	468	14.8%	496	14.8%	10.1	12.9%	10.1	12.6%
Studio	791	25.0%	833	24.8%	16.6	21.3%	17.6	21.9%
Art Education	314	9.9%	314	9.4%	6.3	8.1%	6.3	7.9%
Art History	260	8.2%	284	8.5%	5.7	7.2%	6.0	7.4%
Foundation	154	4.9%	196	5.8%	3.7	4.8%	4.7	5.9%
Continuing Education	155	4.9%	155	4.6%	6.0	7.7%	6.0	7.4%
Graduate Programme	111	3.5%	111	3.3%	7.9	10.1%	7.9	9.8%
Total Teaching Departments	3,161	100.0%	3,357	100.0%	78.3	100.0%	80.6	100.0%

NOVA SCOTIA COLLEGE OF ART AND DESIGN
SUMMARY OF FORM 2 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				Personnel			
Non-teaching Department or Unit	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Administration	965	25.0%	965	24.5%	13.5	25.3%	13.5	25.3%
Computer Centre	68	1.8%	143	3.6%	1.0	1.9%	1.0	1.9%
Admissions\ Registrar\ Off Campus	275	7.1%	275	7.0%	6.1	11.5%	6.1	11.5%
Library	324	8.4%	324	8.2%	7.0	13.2%	7.0	13.2%
Audio Visual	124	3.2%	124	3.1%	3.6	6.8%	3.6	6.8%
Art Gallery	61	1.6%	61	1.5%	1.9	3.5%	1.9	3.5%
Photography	125	3.2%	132	3.3%	3.0	5.5%	3.0	5.5%
Wood Shop	33	0.9%	33	0.8%	1.0	1.9%	1.0	1.9%
Student Services	79	2.0%	79	2.0%	1.5	2.8%	1.5	2.8%
Physical Plant	1,809	46.8%	1,809	45.9%	14.7	27.7%	14.7	27.7%
Total Non-teaching	3,863	100.0%	3,945	100.0%	53.2	100.0%	53.2	100.0%
Ancillaries	447		447		5.0		5.0	
Total Teaching and Non-teaching (excluding ancillaries)	7,024		7,302		131.5		133.8	
Total All Depts Including Ancillaries	7,471		7,749		136.5		138.8	

NS COLLEGE OF ART AND DESIGN - AGE DISTRIBUTION

FULL-TIME UNDERGRADUATES - 1983-84 and 1988-89



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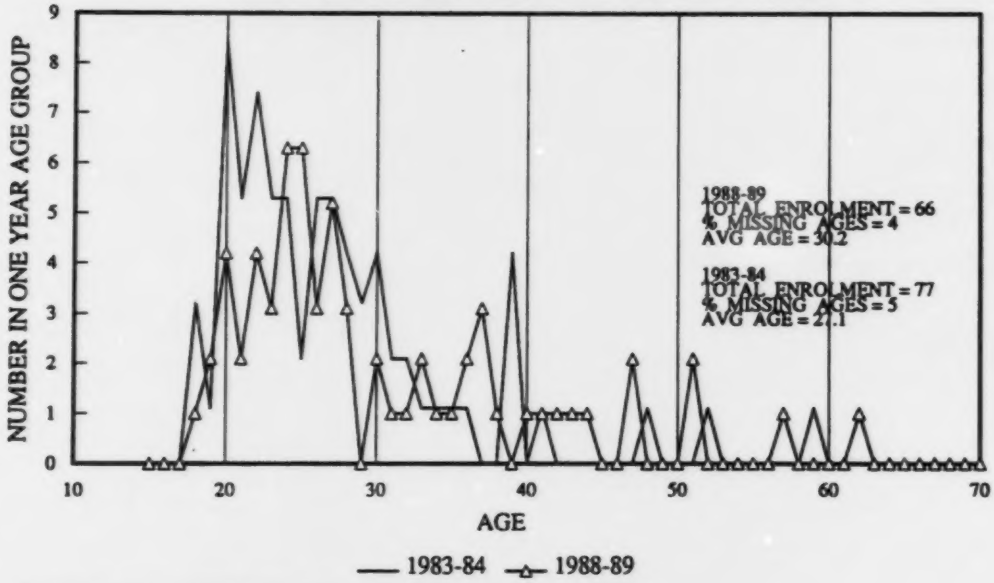
NS COLLEGE OF ART AND DESIGN - AGE DISTRIBUTION

PART-TIME UNDERGRADUATES - 1983-84 and 1988-89

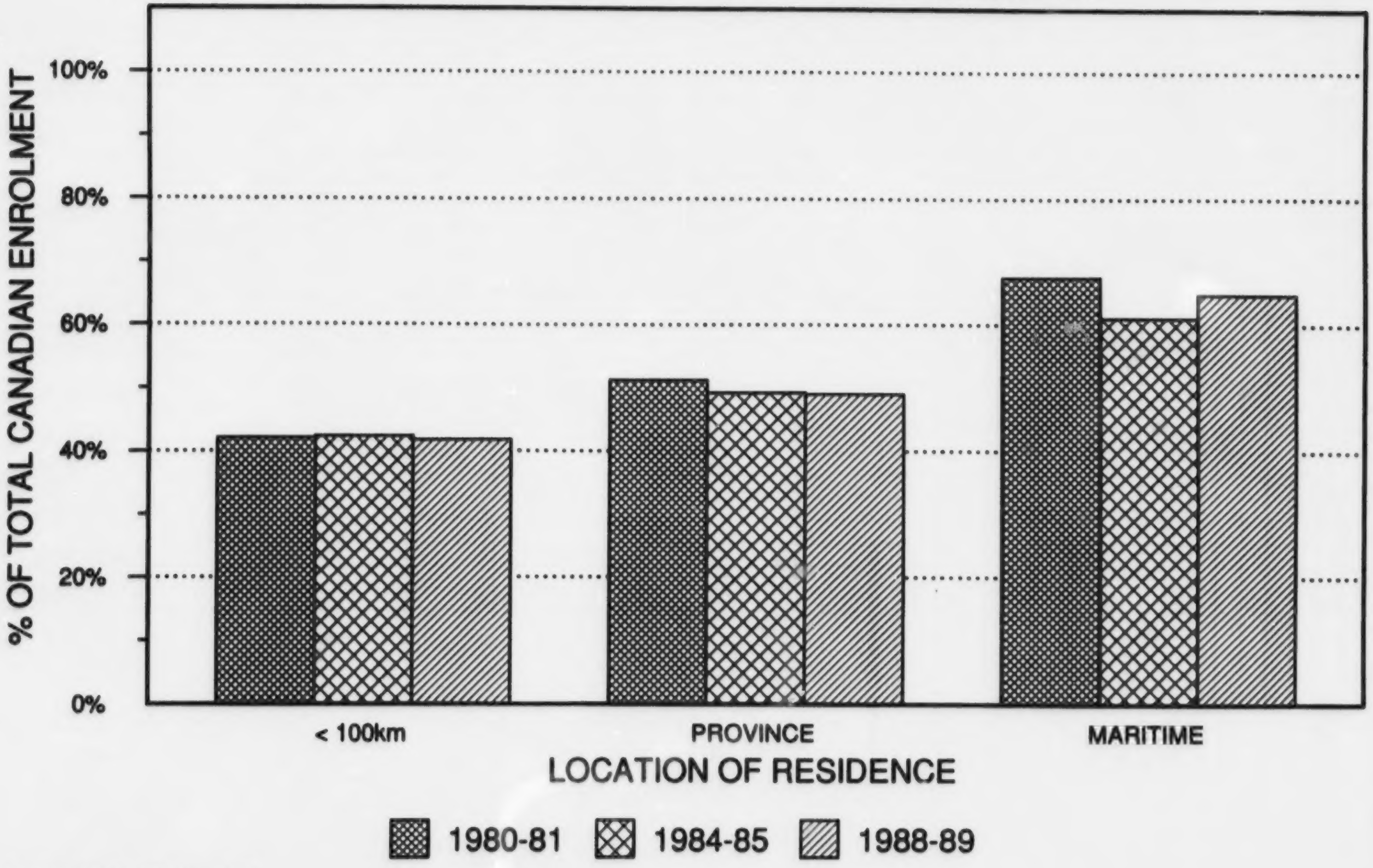


CANADIAN STUDENTS ONLY - MISSING AGES HAVE BEEN DISTRIBUTED PROPORTIONATELY BY INSTITUTION

FALL PART-TIME (HEAD COUNT)

NS COLL OF ART AND DESIGN - DISTANCE INDICATOR

FULL-TIME UNDERGRADS - 1980-81, 1984-85, 1988-89



CANADIAN STUDENTS

NOVA SCOTIA COLLEGE OF ART AND DESIGN

RESOURCES - TEACHING DEPARTMENTS

DIVISION	STAFF RESOURCES 1988-89			STAFF RESOURCES 1993-94			BUDGET
	FT FAC	PT FAC	SUPPORT	FT FAC	PT FAC	SUPPORT	1988-89
							($000)
DESIGN	10.0	2.1	2.7	10.0	2.1	2.7	709
CRAFTS	6.0	1.3	2.8	6.0	1.3	2.8	468
STUDIO	12.0	2.6	2.0	13.0	2.6	2.0	791
ART EDUCATION	5.0	0.3	1.0	5.0	0.3	1.0	314
ART HISTORY	4.0	0.7	1.0	5.0		1.0	260
FOUNDATION	2.0	1.2	0.5	3.0	1.2	0.5	154
CONTINUING EDUCATION			6.0			6.0	155
GRADUATE*			7.9			7.9	111
WOOD SHOP			1.0			1.0	33
GALLERY			1.9			1.9	61
TOTAL	39.0	8.3	26.8	42.0	7.6	26.8	3,056

*Includes Graduate stipends

NOVA SCOTIA COLLEGE OF ART AND DESIGN

ENROLMENT CHANGES

PROGRAM	DEPARTMENT	ACTUAL 1983-84				ACTUAL 1988-89				FORECAST 1993-94				REGISTRATION		
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		1983-84	1988-89	1993-94
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT			
FOUNDATION	ART/CRAFT	38	2			52	2							167	116	128
	DESIGN	46	2											610	493	544
	SUB-TOTAL	84	4	0	0	52	2	0	0	0	0	0	0	777	609	672
DIPLOMA	ALL	12	5			5	1									
BACHELOR	FINE ART	237	23			269	26									
	FINE ART+EDUCATION	22	2			36	3									
	ARTS IN ART EDUCATION	10	1			18	1									
	EDUCATION	1														
	DESIGN INDICATED					28	6									
	COMM DESIGN	75	9			32										
	ENV. PLANNING	32	2			20										
	DESIGN COMM+ED	1	1													
	SUB-TOTAL	378	38	0	0	403	36	0	0	0	0	0	0	0	0	0
SPECIAL	(NOT FORMAL)	8	31			3	27									
MASTERS	FINE ARTS			12				12								
	ARTS IN ART ED			3	3			3	2							
	SUB-TOTAL	0	0	15	3	0	0	15	2	0	0	0	0	0	0	0
	TOTAL	482	78	15	3	463	66	15	2	0	0	0	0	777	609	672

APPENDICES

Nova Scotia Teachers College

NOVA SCOTIA TEACHERS COLLEGE
SUMMARY OF FORM 1 SUBMISSIONS - EXPENDITURES AND PERSONNEL

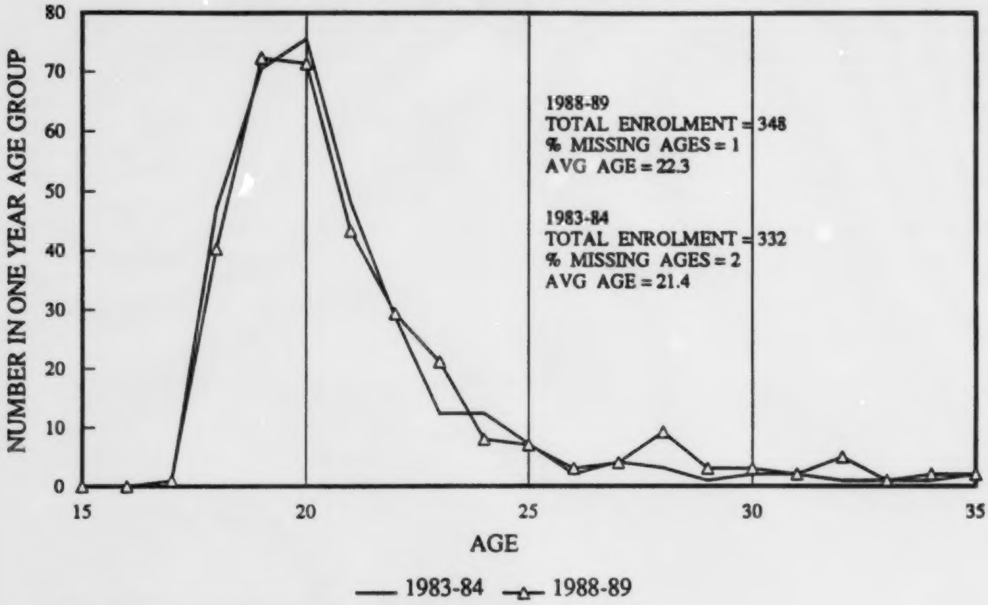
	Expenditures				Personnel			
Teaching Departments	1988-89 (000's)	% of total	1993-94 (000's)	% of total	1988-89 (FTE)	% of total	1993-94 (FTE)	% of total
Early Education	527	18.0%	527	17.7%	10.2	14.9%	10.2	14.6%
Industrial Arts/Technology Education	333	11.4%	333	11.2%	6.0	8.8%	6.0	8.6%
Intermediate Elementary Education	511	17.5%	561	18.9%	9.0	13.1%	10.0	14.3%
Junior High Education	441	15.1%	441	14.8%	8.0	11.7%	8.0	11.4%
Physical Education	299	10.2%	299	10.1%	6.0	8.8%	6.0	8.6%
Student Teaching	134	4.6%	135	4.5%	1.5	2.2%	2.0	2.9%
Continuing Education	250	8.6%	250	8.4%	5.8	8.5%	5.8	8.3%
Child Development Services	426	14.6%	426	14.3%	22.0	32.1%	22.0	31.4%
Total Teaching Departments	2,921	100.0%	2,972	100.0%	68.5	100.0%	70.0	100.0%

NOVA SCOTIA TEACHERS COLLEGE
SUMMARY OF FORM 2 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				Personnel			
Non-teaching Department or Unit	1988-89 (000's)	% of total	1993-94 (000's)	% of total	1988-89 (FTE)	% of total	1993-94 (FTE)	% of total
Administration General	666	24.0%	686	27.5%	12.5	25.7%	13.5	24.3%
Media Services	170	6.1%	170	6.8%	3.0	6.2%	3.0	5.4%
Library	338	12.2%	338	13.6%	8.2	16.9%	8.2	14.7%
Physical Plant	745	26.9%	812	32.6%	12.9	26.5%	15.9	28.6%
Student Services	855	30.8%	485	19.5%	12.0	24.7%	15.0	27.0%
Total Non-teaching	2,774	100.0%	2,491	100.0%	48.6	100.0%	55.6	100.0%
Ancillaries Residence & Dining	0		0		0.0		0.0	
Total Teaching and Non-teaching (excluding ancillaries)	5,695		5,463		117.1		125.6	
Total All Depts Including Ancillaries	5,695		5,463		117.1		125.6	

NS TEACHERS COLLEGE - AGE DISTRIBUTION

FULL-TIME UNDERGRADUATES - 1983-84 and 1988-89



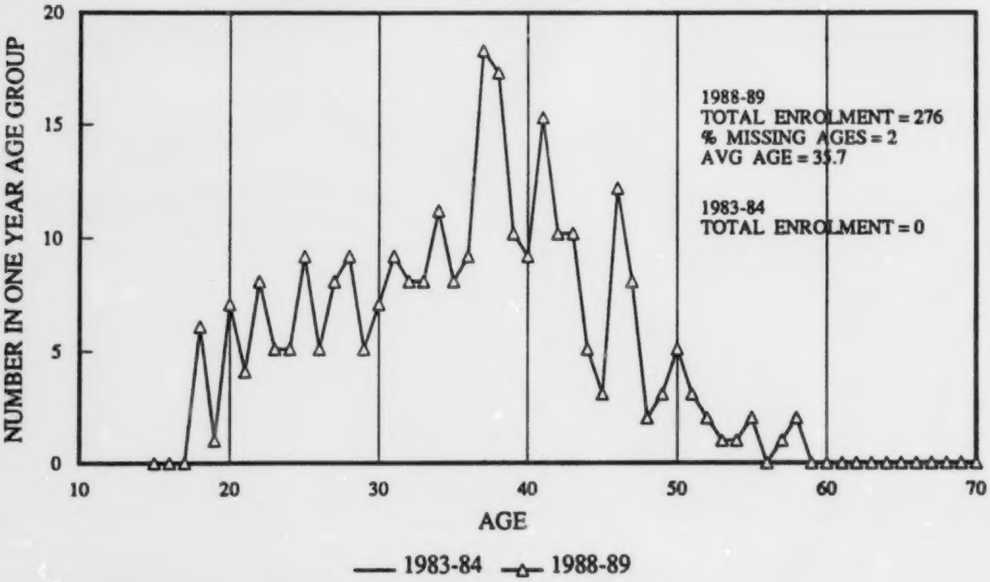
1988-89
TOTAL ENROLMENT = 348
% MISSING AGES = 1
AVG AGE = 22.3

1983-84
TOTAL ENROLMENT = 332
% MISSING AGES = 2
AVG AGE = 21.4

CANADIAN STUDENTS ONLY - MISSING AGES HAVE BEEN DISTRIBUTED PROPORTIONATELY BY INSTITUTION

NS TEACHERS COLLEGE - AGE DISTRIBUTION

PART-TIME UNDERGRADUATES - 1983-84 and 1988-89



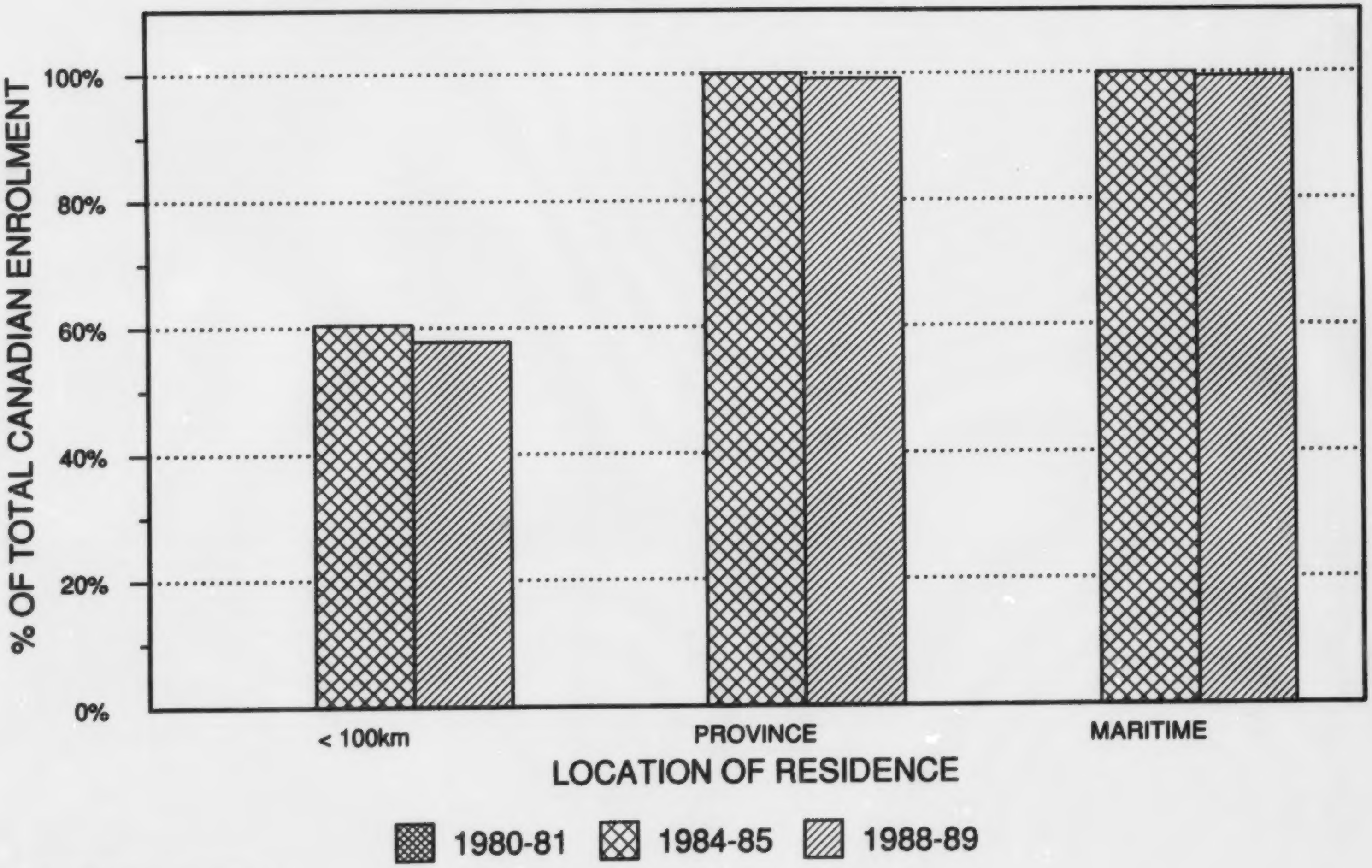
1988-89
TOTAL ENROLMENT = 276
% MISSING AGES = 2
AVG AGE = 35.7

1983-84
TOTAL ENROLMENT = 0

CANADIAN STUDENTS ONLY - MISSING AGES HAVE BEEN DISTRIBUTED PROPORTIONATELY BY INSTITUTION
FALL PART-TIME (HEAD COUNT)

NS TEACHERS COLLEGE - DISTANCE INDICATOR

FULL-TIME UNDERGRADS - 1980-81, 1984-85, 1988-89



CANADIAN STUDENTS

NOVA SCOTIA TEACHERS COLLEGE
ENROLMENT CHANGES

PROGRAM	DEPARTMENT	ACTUAL 1983-84				ACTUAL 1988-89				FORECAST 1993-94				REGISTRATION		
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		1983-84	1988-89	1993-94
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT			
EDUCATION	EARLY ELEMENTARY	131				120				120				33	107	120
	IND.ARTS/TECH	38				38				50				38	38	50
	INTERMEDIATE ELEMENTAR	120				95				150						
	JUNIOR HIGH	58				64				100						
	PHYSICAL EDUCATION	51				56	1			76				51	56	76
	CONTINUING EDUCATION		1,060				732				800			1	29	
	CHILD DEVELOPMENT SER.	150	620			263	626			260	625					
	TOTAL	548	1,700	0	0	636	1,359	0	0	756	1,425	0	0	123	230	246

APPENDICES

St. Francis Xavier University

ST. FRANCIS XAVIER UNIVERSITY
SUMMARY OF FORM 1 SUBMISSIONS - EXPENDITURES AND PERSONNEL

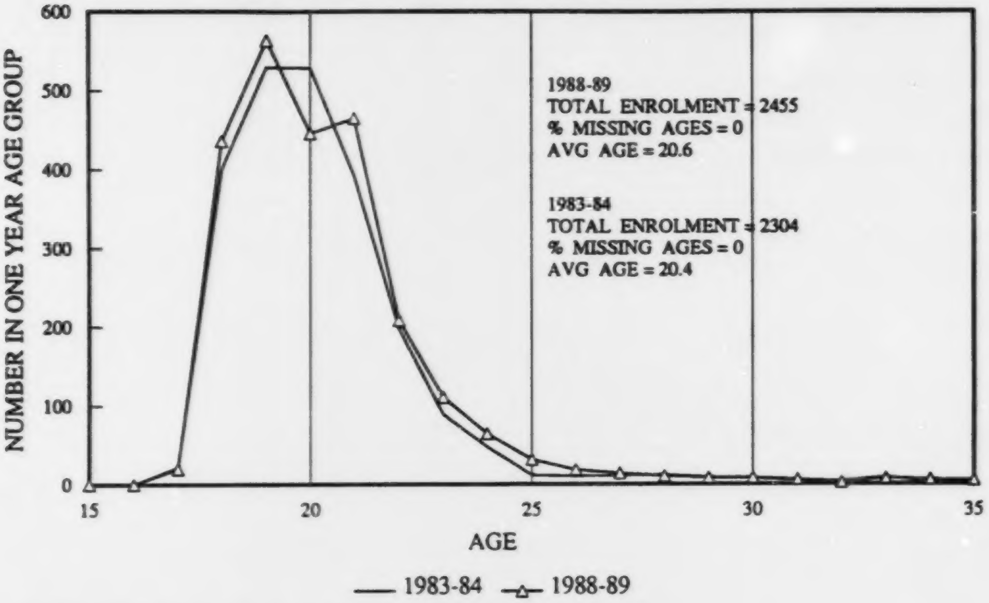
	Expenditures				Personnel			
Teaching Departments	1988-89 (000's)	% of total	1993-94 (000's)	% of total	1988-89 (FTE)	% of total	1993-94 (FTE)	% of total
Adult Education	157	1.2%	157	1.2%	4.3	1.9%	4.3	1.7%
Art	78	0.6%	78	0.6%	2.7	1.2%	2.7	1.1%
Biology	623	4.9%	688	5.1%	15.4	6.7%	17.4	6.9%
Business Administration	659	5.2%	776	5.7%	11.6	5.0%	14.6	5.8%
Celtic Studies	67	0.5%	67	0.5%	1.4	0.6%	1.4	0.5%
Chemistry	650	5.1%	735	5.4%	10.9	4.7%	13.9	5.5%
Coady International Institute	2,602	20.3%	2,549	18.8%	27.0	11.7%	27.0	10.7%
Economics	347	2.7%	347	2.6%	6.3	2.7%	6.3	2.5%
Education	420	3.3%	524	3.9%	8.1	3.5%	8.1	3.2%
English	731	5.7%	814	6.0%	14.4	6.2%	16.4	6.5%
Engineering	124	1.0%	124	0.9%	2.6	1.1%	2.6	1.0%
Geology	244	1.9%	244	1.8%	4.3	1.9%	4.3	1.7%
History	501	3.9%	543	4.0%	8.4	3.6%	9.4	3.7%
Mathematics and Computing Science	679	5.3%	740	5.4%	13.0	5.6%	15.0	5.9%
Modern Languages	360	2.8%	360	2.6%	8.6	3.7%	8.6	3.4%
Music	464	3.6%	464	3.4%	11.7	5.0%	11.7	4.6%
Nursing	441	3.4%	484	3.6%	10.7	4.6%	11.7	4.6%
Nutrition and Consumer Studies	293	2.3%	335	2.5%	6.6	2.9%	7.6	3.0%
Philosophy	286	2.2%	326	2.4%	5.4	2.3%	6.4	2.5%
Physical Education	424	3.3%	467	3.4%	7.7	3.3%	8.7	3.4%
Physics	650	5.1%	676	5.0%	9.7	4.2%	10.7	4.2%
Political Science	344	2.7%	386	2.8%	7.8	3.4%	8.8	3.5%
Psychology	699	5.5%	804	5.9%	13.2	5.7%	16.2	6.4%
Secretarial Arts	148	1.2%	0	0.0%	3.0	1.3%	0.0	0.0%
Sociology	519	4.1%	621	4.6%	11.3	4.9%	14.3	5.7%
Theology	282	2.2%	282	2.1%	5.4	2.3%	5.3	2.1%
Total Teaching Departments	12,792	100.0%	13,591	100.0%	231.1	100.0%	253.0	100.0%

ST. FRANCIS XAVIER UNIVERSITY
SUMMARY OF FORM 2 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				Personnel			
Non-teaching Department or Unit	1988-89 (000's)	% of total	1993-94 (000's)	% of total	1988-89 (FTE)	% of total	1993-94 (FTE)	% of total
Executive Administration	1,348	11.1%	1,348	10.5%	6.0	2.2%	6.0	2.0%
Academic Administration and Support	798	6.6%	770	6.0%	15.0	5.5%	14.0	4.8%
Library	1,333	11.0%	1,383	10.8%	31.9	11.7%	33.9	11.5%
Extension	1,434	11.8%	1,504	11.7%	23.0	8.4%	24.0	8.2%
Continuing Education	425	3.5%	425	3.3%	3.0	1.1%	3.0	1.0%
Computing Centre	499	4.1%	628	4.9%	8.0	2.9%	13.0	4.4%
Media Services	83	0.7%	83	0.6%	3.4	1.2%	3.4	1.2%
Student Services	768	6.3%	813	6.3%	7.5	2.8%	8.5	2.9%
Athletics	568	4.7%	568	4.4%	10.5	3.9%	10.5	3.6%
Financial and Procurement Services	679	5.6%	774	6.0%	19.0	7.0%	22.0	7.5%
Alumni, Public Relations and Development	422	3.5%	422	3.3%	13.5	5.0%	13.5	4.6%
Physical Plant	2,558	21.1%	2,783	21.7%	53.0	19.5%	57.0	19.4%
Personnel and Security Services	221	1.8%	260	2.0%	11.0	4.0%	12.0	4.1%
Cleaning Houskeeping	884	7.3%	934	7.3%	64.0	23.5%	69.3	23.6%
Community Services	121	1.0%	121	0.9%	3.5	1.3%	3.5	1.2%
Total Non-teaching	12,141	100.0%	12,816	100.0%	272.3	100.0%	293.6	100.0%
Total Ancillaries	5,974		5,974		19.8		20.7	
Total Teaching and Non-teaching (excluding ancillaries)	24,933		26,407		503.4		546.7	
Total All Depts Including Ancillaries	30,907		32,381		523.2		567.3	

ST. FRANCIS XAVIER UNIVERSITY - AGE DISTRIBUTION

FULL-TIME UNDERGRADUATES - 1983-84 and 1988-89



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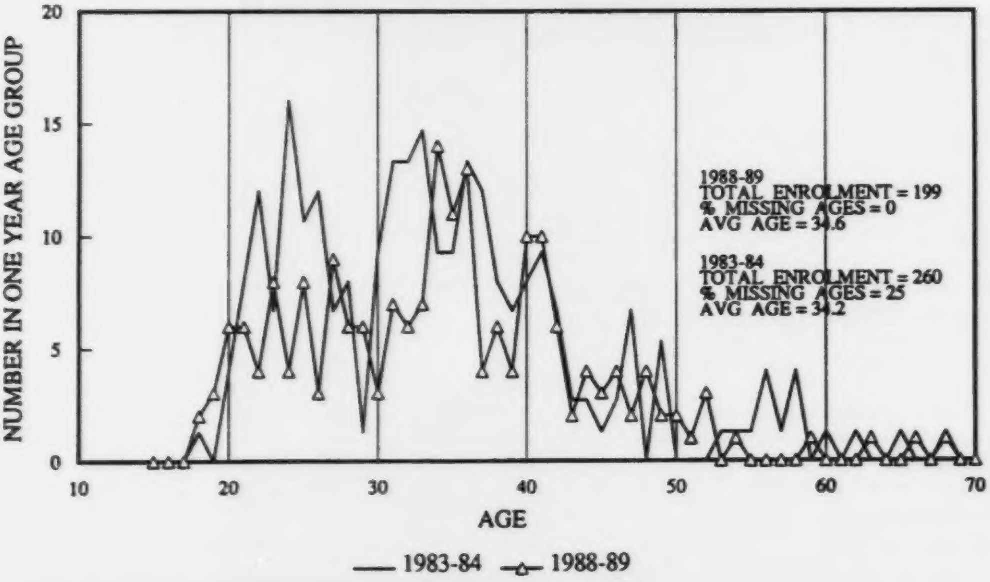
ST. FRANCIS XAVIER UNIVERSITY - AGE DISTRIBUTION

PART-TIME UNDERGRADUATES - 1983-84 and 1988-89

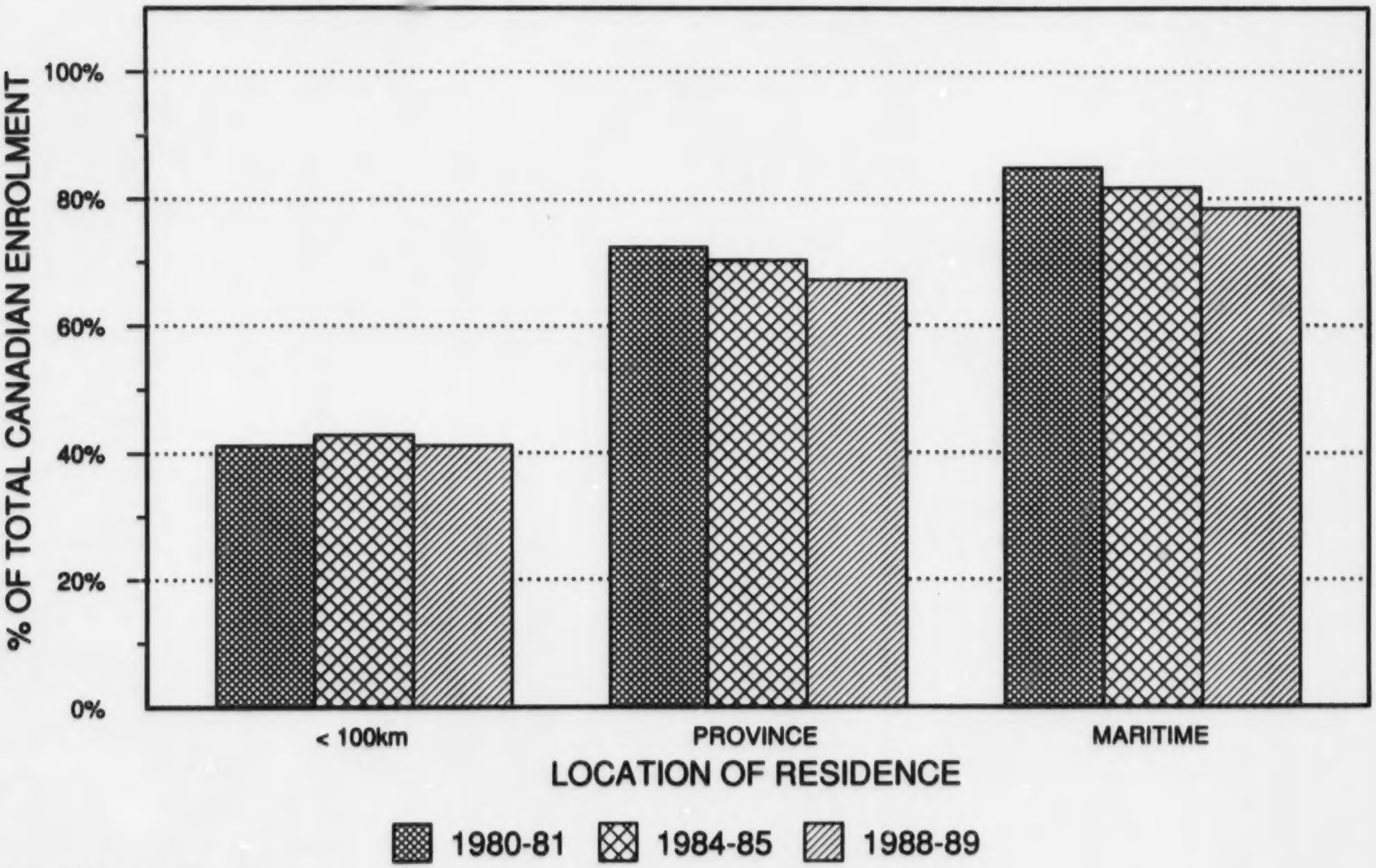


CANADIAN STUDENTS ONLY - MISSING AGES HAVE BEEN DISTRIBUTED PROPORTIONATELY BY INSTITUTION

FALL PART-TIME (HEAD COUNT)

ST. FRANCIS XAVIER UNIV - DISTANCE INDICATOR

FULL-TIME UNDERGRADS - 1980-81, 1984-85, 1988-89



CANADIAN STUDENTS

ST. FRANCIS XAVIER UNIVERSITY - ROLE AND CAPACITY STATEMENT

RESOURCES - TEACHING DEPARTMENTS

FACULTY	DEPARTMENT	STAFF RESOURCES 1988-89			STAFF RESOURCES 1993-94			BUDGET
		FT FAC	PT FAC	SUPPORT	FT FAC	PT FAC	SUPPORT	1988-89
								($000)
ARTS	ART	1.0	1.7		1.0	1.7		78
	CLASSICS							
	ECONOMICS	6.0	0.0	0.3	6.0		0.3	347
	ENGLISH	12.0	1.7	0.7	14.0	1.7	0.7	731
	MODERN LANGUAGES	7.0	0.7	0.9	7.0	0.7	0.9	360
	HISTORY	7.0	1.0	0.4	8.0	1.0	0.4	501
	CELTIC STUDIES	1.0	0.3	0.0	1.0	0.3	0.0	67
	PHILOSOPHY	5.0	0.0	0.4	6.0	0.0	0.4	286
	POLITICAL SCIENCE	7.0	0.3	0.4	8.0	0.3	0.4	344
	THEOLOGY	5.0	0.0	0.3	5.0	0.0	0.3	282
	SOCIOLOGY	10.0	0.3	1.0	12.0	0.3	2.0	519
	MUSIC	10.0	0.7	1.0	10.0	0.7	1.0	464
	SUB-TOTAL	71.0	6.7	5.3	78.0	6.7	6.3	3,979
SCIENCE	NURSING	9.0	1.0	0.7	10.0	1.0	0.7	441
	BIOLOGY	10.0		6.4	11.0		6.4	623
	CHEMISTRY	7.0	0.0	3.9	8.0		5.9	650
	GEOLOGY	3.0	0.3	1.0	3.0	0.3	1.0	244
	MATHEMATICS/COMP.SCI	12.0		1.0	13.0		2.0	679
	PHYSICS	7.0	0.0	2.7	7.0	0.0	2.7	650
	PSYCHOLOGY	11.0	0.3	1.8	13.0	0.3	2.8	699
	ENGINEERING	2.0	0.3	0.2	2.0	0.3	0.2	124
	NUTRITION/CONSUM	5.0	0.3	1.3	6.0	0.3	1.3	293
	SUB-TOTAL	66.0	2.3	19.0	73.0	2.3	23.0	4,403
BUSINESS	BUSINESS ADMINISTRATION	10.0	1.0	0.6	12.0	1.0	1.6	659
	SECRETARIAL SCIENCE	3.0	0.0		0.0			148
	SUB-TOTAL	13.0	1.0	0.6	12.0	1.0	1.6	807
EDUCATION	EDUCATION	5.0	1.7	1.5	5.0	1.7	1.5	420
	PHYSICAL EDUCATION	6.0	0.7	1.0	7.0	0.7	1.0	424
	ADULT EDUCATION	3.0	0.3	1.0	3.0	0.3	1.0	157
	SUB-TOTAL	14.0	2.7	3.5	15.0	2.7	3.5	1,001
	TOTAL	164.0	12.6	28.3	178.0	12.6	34.3	10,190

ST. FRANCIS XAVIER UNIVERSITY
ENROLMENT CHANGES

FACULTY	DEPARTMENT	ACTUAL 1983-84				ACTUAL 1988-89				FORECAST 1993-94				REGISTRATION		
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		1983-84	1988-89	1993-94
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT			
ARTS	ART													167	116	128
	ECONOMICS	47	11			24	4			32	4			610	493	544
	ENGLISH	204	49			356	55			393	55			1,274	1,402	1,660
	MODERN LANGUAGES	17	4			54	8			60	8			484	483	98
	HISTORY	81	19			127	19			140	19			529	760	840
	CELTIC STUDIES	9	2			6	1			7	1			26	49	54
	PHILOSOPHY	36	9			36	6			40	6			546	770	852
	POLITICAL SCIENCE	148	36			181	28			200	28			638	817	902
	THEOLOGY	9	2			4				14				238	341	377
	SOCIOLOGY	81	19			97	15			108	14			936	1,210	1,337
	MUSIC	97				102				120				376	382	422
	SUB-TOTAL	731	151	0	0	987	136	0	0	1,114	135	0	0	5,823	6,821	7,214
SCIENCE	NURSING	115				115	6			127	6			198	211	603
	BIOLOGY	219	41			152	15	1		168	15	10		751	612	671
	CHEMISTRY	36	7		1	149	14			165	14	4		484	589	650
	GEOLOGY	105	20			14	1			15	1			223	114	126
	MATH/COMP.SCI	121	103			94	14			105	14			1,454	1,163	1,281
	PHYSICS	16	3		1	44	4	1		48	4	1		226	275	303
	PSYCHOLOGY	142	33			120	17			133	17			1,237	1,189	1,314
	ENGINEERING	95				107				118				229	217	239
	NUT/CONSUM	92				89				98				273	350	386
	SUB-TOTAL	941	207	0	2	884	71	2	0	977	71	15	0	5,075	4,717	5,573
BUSINESS	BUSINESS ADMIN	485	20			453	6			497	2			1,278	1,154	1,275
	SECRETARIAL SCI	34	2			17	1			0	0			75	38	0
	SUB-TOTAL	519	22	0	0	470	7	0	0	497	2	0	0	1,353	1,191	1,275
EDUCATION	EDUCATION	81			39	70	24	2	8	77		8	60	457	439	440
	PHYSICAL EDUCATION	85				152	3			168	3			232	472	521
	ADULT EDUCATION			28	19			74				80		194	172	184
	SUB-TOTAL	166	0	28	58	222	27	76	8	245	3	88	60	883	1,082	1,145
	TOTAL	2,357	380	28	60	2,563	241	78	8	2,833	211	103	60	13,134	13,810	15,207

ST. FRANCIS XAVIER UNIVERSITY

1988-89
DEPARTMENT RESEARCH ACTIVITY

	Gov't $	No. of Projects	No. of Faculty	Private $	No. of Projects	No. of Faculty	Own $ Sources	No. of Projects	No. of Faculty	Total $	Total Projects	Total Faculty
ARTS												
Art	0.0	0	0	0.0	0	0	1.0	1	1	1.0	1	1
Classics	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Economics	11.0	8	5	0.0	0	0	5.0	4	4	16.0	12	9
English	4.0	2	2	0.0	0	0	9.0	6	6	13.0	8	8
Modern Languages	4.0	2	2	0.0	0	0	8.0	5	4	12.0	7	6
History	23.0	4	4	0.0	0	0	10.0	6	6	33.0	10	10
Celtic Studies	0.0	0	0	0.0	0	0	2.0	2	1	2.0	2	1
Philosophy	8.0	1	1	0.0	0	0	1.0	2	2	9.0	3	3
Political Science	7.0	4	4	8.0	1	1	11.0	7	6	26.0	12	11
Theology	1.0	1	1	0.0	0	0	5.0	4	3	7.0	5	4
Sociology	51.0	10	5	0.0	0	0	12.0	8	6	63.0	18	11
Music	0.0	0	0	0.0	0	0	6.0	4	4	6.0	4	4
Arts sub										0.0	0	0
SCIENCE												
Nursing	0.0	0	0	2.0	2	2	6.0	3	3	8.0	5	5
Biology	188.0	26	10	0.0	0	0	14.0	8	8	202.0	34	18
Chemistry	103.0	16	9	12.0	2	2	13.0	8	6	128.0	26	17
Geology	55.0	2	2	8.0	1	1	3.0	1	2	66.0	4	5
Math/Comp	55.0	11	5	1.0	1	1	11.0	7	6	67.0	19	12
Physical	193.0	20	9	1.0	1	1	17.0	8	8	211.0	29	18
Psychology	92.0	17	9	10.0	2	2	23.0	13	11	125.0	32	22
Engineering	0.0	0	0	0.0	0	0	2.0	1	1	2.0	1	1
Scisub	11.0	2	2	0.0	0	0	2.0	1	1	13.0	3	3
BUSINESS												
Business Administration	29.0	5	5	0.0	0	0	12.0	6	4	41.0	11	9
Secretarial	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Bussub										0.0	0	0
EDUCATION												
Education	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Physical Education	0.0	0	0	1.0	1	1	0.0	0	0	1.0	1	1
Adult Education	2.0	1	1	0.0	0	0	2.0	1	1	4.0	2	2
Edsub										0.0	0	0
TOTAL	837.0	132	76	43.0	11	11	176.0	106	94	1,056.0	249	181

APPENDICES

Saint Mary's University

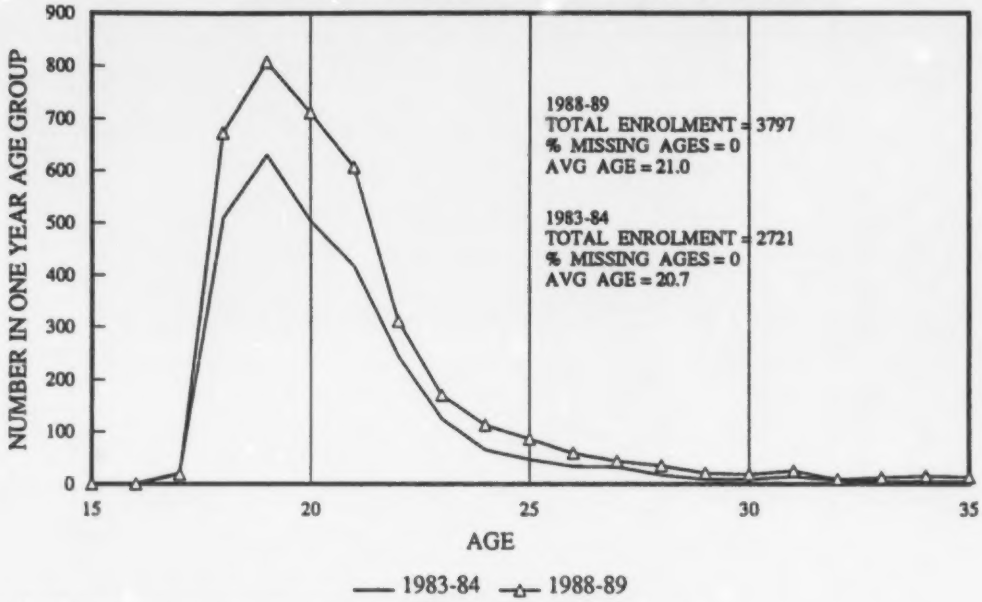
SAINT MARY'S UNIVERSITY
SUMMARY OF FORM 1 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				Personnel			
Teaching Departments	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Astronomy	227	1.7%	234	1.4%	4.8	1.6%	4.5	1.3%
Biology	429	3.2%	497	2.9%	11.7	3.8%	12.0	3.3%
Accounting (CMA)	592	4.4%	1000	5.9%	19.0	6.3%	22.0	6.1%
Finance and Management Science	669	4.9%	897	5.3%	18.7	6.2%	22.0	6.1%
Management	626	4.6%	847	5.0%	14.3	4.7%	18.0	5.0%
Marketing	454	3.4%	626	3.7%	11.7	3.8%	15.0	4.2%
MBA Programmes	20	0.1%	78	0.5%	0.5	0.2%	2.0	0.6%
Continuing Education - Credit	559	4.1%	836	4.9%	0.0	0.0%	0.0	0.0%
Continuing Education - Non-credit	197	1.5%	278	1.6%	0.0	0.0%	0.0	0.0%
Chemistry	731	5.4%	792	4.6%	11.7	3.8%	13.0	3.6%
Asian Studies	2	0.0%	23	0.1%	0.5	0.2%	1.2	0.3%
Atlantic Canada Studies	14	0.1%	73	0.4%	1.3	0.4%	2.5	0.7%
Economics	645	4.8%	865	5.1%	20.0	6.6%	19.0	5.3%
Education	641	4.7%	808	4.7%	14.8	4.9%	18.8	5.2%
English/Irish Studies	1,200	8.9%	1440	8.4%	27.0	8.9%	32.0	8.9%
Engineering	324	2.4%	348	2.0%	6.5	2.1%	7.0	2.0%
Geography	387	2.9%	447	2.6%	7.7	2.5%	9.2	2.6%
Geology	394	2.9%	406	2.4%	8.0	2.6%	8.0	2.2%
History	686	5.1%	715	4.2%	14.0	4.6%	14.0	3.9%
Mathematics and Computing Science	721	5.3%	889	5.2%	15.7	5.2%	18.0	5.0%
Modern Languages and Classics	550	4.1%	624	3.7%	12.3	4.1%	14.7	4.1%
International Development Studies	20	0.1%	99	0.6%	2.3	0.8%	4.0	1.1%
Philosophy	433	3.2%	567	3.3%	10.2	3.4%	14.0	3.9%
Physics	362	2.7%	382	2.2%	7.2	2.4%	7.7	2.1%
Political Science	406	3.0%	501	2.9%	9.3	3.1%	11.7	3.3%
Psychology	736	5.4%	1020	6.0%	16.3	5.4%	22.0	6.1%
Religious Studies	276	2.0%	329	1.9%	4.8	1.6%	6.7	1.9%
Sociology/Criminology	864	6.4%	1041	6.1%	26.3	8.7%	32.0	8.9%
Anthropology	356	2.6%	407	2.4%	7.0	2.3%	8.2	2.3%
Total Teaching Departments	13,520	100.0%	17,069	100.0%	303.6	100.0%	358.9	100.0%

SAINT MARY'S UNIVERSITY

SUMMARY OF FORM 2 SUBMISSIONS - EXPENDITURES AND PERSONNEL

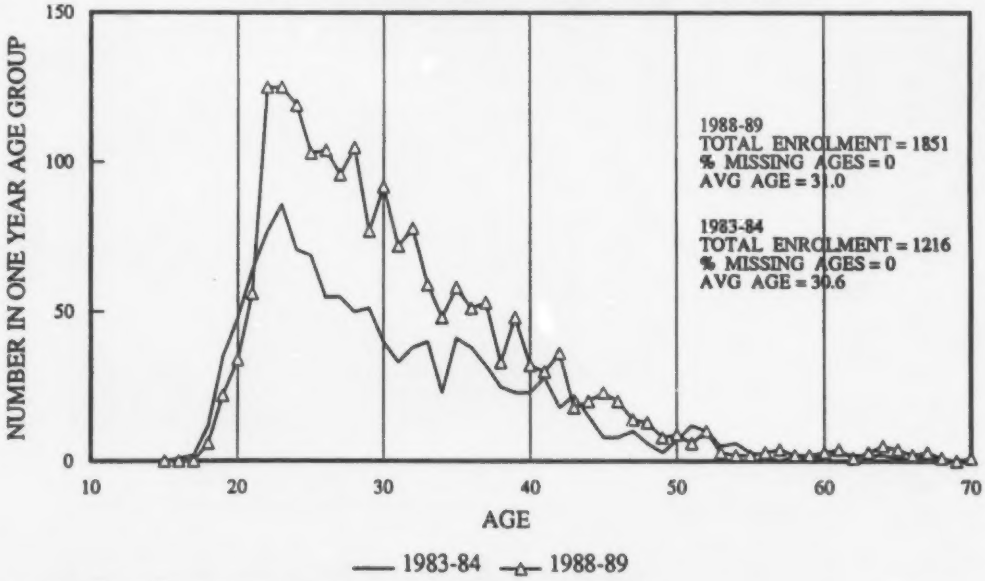
	Expenditures				Personnel			
Non-teaching Department or Unit	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
President's Office	306	2.6%	306	2.0%	4.0	1.3%	4.0	1.1%
Vice President (Academic and Research)	161	1.4%	170	1.1%	3.0	1.0%	3.0	0.8%
Vice President (Administration)	141	1.2%	146	0.9%	2.0	0.6%	2.0	0.6%
Miscellaneous and General Expense	1,527	12.9%	2,617	16.8%	0.0	0.0%	0.0	0.0%
Dean's Office and General Expense - Science	236	2.0%	363	2.3%	3.0	1.0%	3.0	0.8%
Dean's Office and General Expense - Arts	167	1.4%	228	1.5%	2.0	0.6%	2.0	0.6%
Dean's Office and General Expense - Commerce	306	2.6%	358	2.3%	3.0	1.0%	3.0	0.8%
Registrar's/Records Office	337	2.8%	485	3.1%	10.5	3.4%	15.0	4.2%
Admissions Office	173	1.5%	207	1.3%	4.0	1.3%	5.0	1.4%
Senate Office	87	0.7%	87	0.6%	2.0	0.6%	2.0	0.6%
Continuing Education	182	1.5%	276	1.8%	5.5	1.8%	8.5	2.4%
Business Office	657	5.5%	863	5.5%	24.5	7.9%	30.5	8.6%
Personnel and Office Services	141	1.2%	137	0.9%	2.0	0.6%	3.0	0.8%
Library and Media Services	1,705	14.4%	2,245	14.4%	47.5	15.3%	53.5	15.1%
Computer Services	844	7.1%	1,171	7.5%	12.0	3.9%	15.0	4.2%
Printing Services	108	0.9%	151	1.0%	3.5	1.1%	4.5	1.3%
Student Services	297	2.5%	370	2.4%	13.8	4.4%	15.8	4.5%
Athletics and Recreation	1,043	8.8%	1,077	6.9%	42.5	13.7%	42.5	12.0%
Alumni Office	165	1.4%	199	1.3%	3.5	1.1%	4.5	1.3%
University Advancement/ Development	104	0.9%	146	0.9%	3.0	1.0%	4.0	1.1%
Public Affairs	318	2.7%	369	2.4%	3.5	1.1%	6.0	1.7%
Fine Arts	16	0.1%	20	0.1%	0.0	0.0%	0.0	0.0%
Dramatics	7	0.1%	7	0.0%	0.0	0.0%	0.0	0.0%
Art Gallery	85	0.7%	92	0.6%	1.8	0.6%	1.8	0.5%
Canada/ China Language and Cultural Agr.	0	0.0%	0	0.0%	29.0	9.4%	19.0	5.4%
The Gorsebrook Research Institute	0	0.0%	0	0.0%	1.7	0.5%	1.0	0.3%
The Survey Centre	0	0.0%	0	0.0%	2.8	0.9%	5.0	1.4%
International Education Centre	0	0.0%	0	0.0%	8.0	2.6%	11.0	3.1%
Institute of Human Values	0	0.0%	0	0.0%	0.8	0.2%	2.0	0.6%
Physical Plant	2,734	23.1%	3,473	22.3%	71.0	22.9%	87.0	24.6%
Total Non-teaching	11,847	100.0%	15,563	100.0%	309.8	100.0%	353.5	100.0%
Ancillaries								
Bookstore	(232)		(188)		5.5		7.5	
Dining Services	2		2		0.0		0.0	
Residences	(284)		(82)		40.0		43.0	
Conference Office	68		93		2.5		3.5	
Arena	12		12		5.5		5.5	
Total Ancillaries	(434)		(163)		53.5		59.5	
Total Teaching and Non-teaching (excluding ancillaries)	25,367		32,632		613.3		712.4	
Total All Depts Including Ancillaries	24,933		32,469		666.8		771.9	



SAINT MARY'S UNIVERSITY - AGE DISTRIBUTION

FULL-TIME UNDERGRADUATES - 1983-84 and 1988-89

CANADIAN STUDENTS ONLY - MISSING AGES HAVE BEEN DISTRIBUTED PROPORTIONATELY BY INSTITUTION



SAINT MARY'S UNIVERSITY - AGE DISTRIBUTION

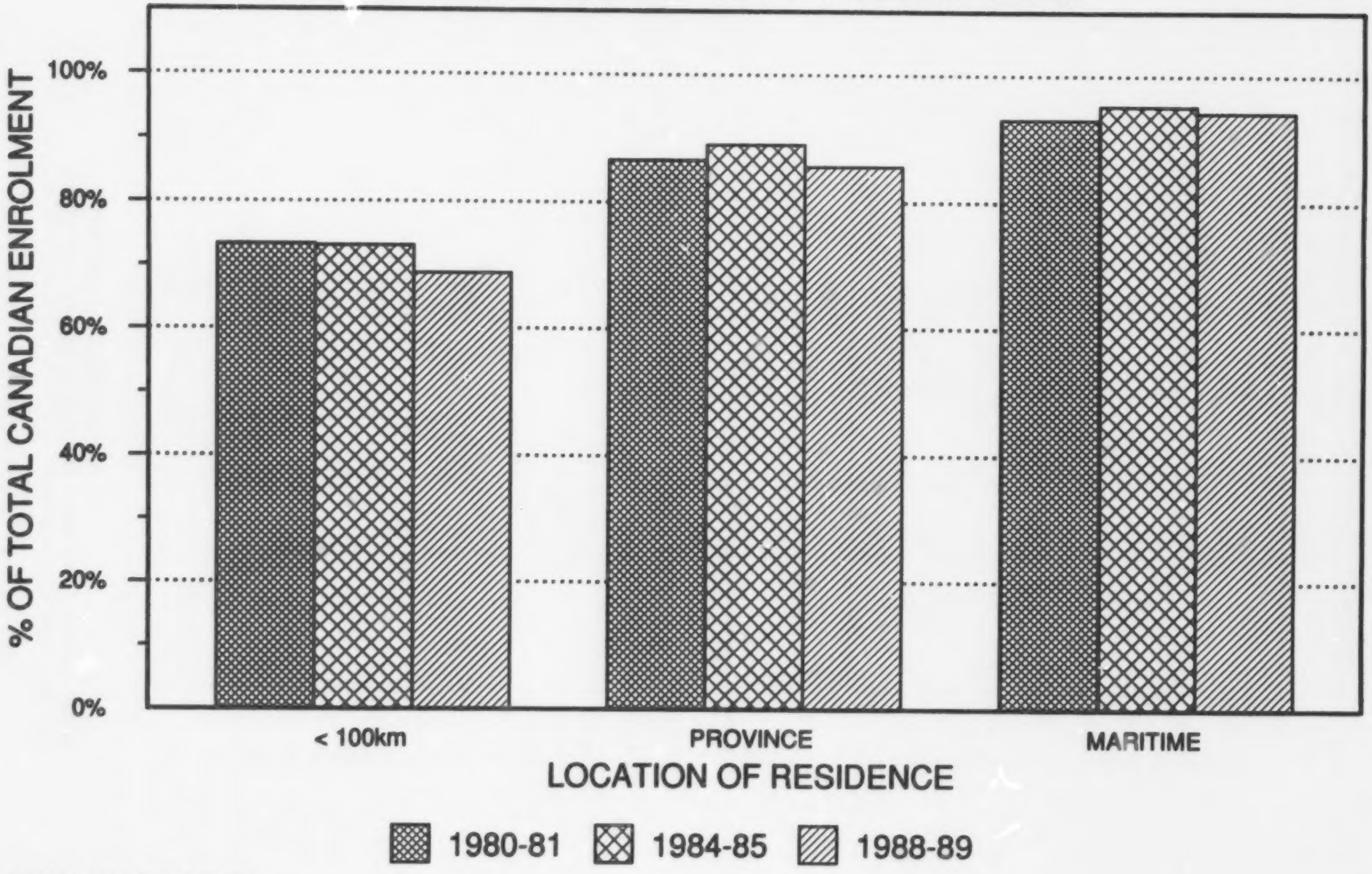
PART-TIME UNDERGRADUATES - 1983-84 and 1988-89

CANADIAN STUDENTS ONLY - MISSING AGES HAVE BEEN DISTRIBUTED PROPORTIONATELY BY INSTITUTION

FALL PART-TIME (HEAD COUNT)

SAINT MARY'S UNIVERSITY - DISTANCE INDICATOR

FULL-TIME UNDERGRADS - 1980-81, 1984-85, 1988-89



CANADIAN STUDENTS

SAINT MARY'S UNIVERSITY - ROLE AND CAPACITY STATEMENT

RESOURCES - TEACHING DEPARTMENTS

FACULTY	DEPARTMENT	STAFF RESOURCES 1988-89			STAFF RESOURCES 1993-94			BUDGET
		FT FAC	PT FAC	SUPPORT	FT FAC	PT FAC	SUPPORT	1988-89
								($000)
ARTS	ANTHROPOLOGY	5.0	1.0	1.0	6.0	0.7	1.5	356
	ATLANTIC CANADA STUDIES	0.0	1.0	0.3	1.0	1.0	0.5	14
	ASIAN STUDIES	0.0	0.2	0.3	0.0	0.7	0.5	2
	ENGLISH*	21.0	5.0	1.0	27.0	3.0	2.0	1,200
	GEOGRAPHY	5.0	0.7	2.0	6.0	0.7	2.5	387
	HISTORY	11.0	2.0	1.0	12.0	1.0	1.0	686
	MODERN LANG/CLASSICS	10.0	1.3	1.0	11.0	1.7	2.0	550
	PHILOSOPHY	8.0	1.7	0.5	11.0	2.0	1.0	433
	POLITICAL SCIENCE	7.0	1.3	1.0	9.0	1.7	1.0	406
	RELIGIOUS STUDIES	4.0	0.3	0.5	5.0	0.7	1.0	276
	SOCIOLOGY	16.0	9.0	1.3	22.0	8.0	2.0	864
	INT DEV ST*	0.0	2.0	0.3	1.0	2.0	1.0	20
	SUB-TOTAL	87.0	25.5	10.2	111.0	23.0	16.0	5,194
SCIENCE	ASTRONOMY	3.0	0.3	1.5	3.0	0.0	1.5	227
	BIOLOGY	6.0	2.7	3.0	8.0	1.0	3.0	429
	CHEMISTRY	8.0	0.7	3.0	9.0	1.0	3.0	731
	GEOLOGY	5.0	1.0	2.0	5.0	1.0	2.0	394
	MATHEMATICS+COMP.SCI	11.0	3.7	1.0	15.0	1.0	2.0	721
	PHYSICS	5.0	0.7	1.5	5.0	0.7	2.0	362
	PSYCHOLOGY	10.0	4.3	2.0	16.0	3.0	3.0	736
	ENGINEERING	5.0	0.5	1.0	5.0	1.0	1.0	324
	SUB-TOTAL	53.0	13.8	15.0	66.0	8.7	17.5	3,924
BUSINESS	ACCOUNTING*	10.0	8.0	1.0	15.0	5.0	2.0	567
	ECONOMICS	11.0	8.0	1.0	15.0	2.0	2.0	645
	FINANCE+MANAGEMENT	14.0	3.7	1.0	18.0	2.0	2.0	669
	MANAGEMENT	10.0	3.3	1.0	14.0	2.0	2.0	626
	MARKETING	8.0	2.7	1.0	11.0	2.0	2.0	454
	MBA			0.5			0.5	20
	SUB-TOTAL	53.0	25.7	5.5	73.0	13.0	10.5	2,981
EDUCATION	EDUCATION	8.0	4.0	2.8	11.0	4.0	3.8	641
	TOTAL	201.0	69.0	33.5	261.0	48.7	47.8	12,740

*English includes Irish studies, Sociology includes Criminology, Accounting includes CMA.

SAINT MARY'S UNIVERSITY
ENROLMENT CHANGES

FACULTY	DEPARTMENT	ACTUAL 1983-1984				ACTUAL 1988-1989				FORECAST 1993-1994						
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		REGISTRATION		
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	1983-84	1988-89	1993-94
ARTS	ANTHROPOLOGY	65	19			83	9			100	15			336	389	510
	ATLANTIC CANADA STUDIES	5	26	2	6	25	23	3	12	25	25	10	15	29	60	140
	ASIAN STUDIES	14				15	2			15	10			3	4	50
	ENGLISH	166	66			246	36			300	50			1,926	2,326	2,815
	GEOGRAPHY	124	19			114	34			140	45			398	359	465
	HISTORY	68	30	2	2	125	17	3	4	150	25	10	10	605	995	1,245
	MODERN LANG/CLASSICS	61	8			108	7			120	20			495	706	870
	PHILOSOPHY	16			1	43	2		1	50	5	5	5	659	963	1,156
	POLITICAL SCIENCE	96	13			186	18			200	25			500	779	960
	RELIGIOUS STUDIES	12	45			3	30			10				340	390	500
	SOCIOLOGY	183	51			323	116			400	150	10	10	1,411	1,740	2,050
	INT DEV ST					18	5		1	30	15	15	10		78	225
	SUB-TOTAL	810	277	4	9	1,289	299	6	18	1,540	385	50	50	6,702	8,788	10,985
SCIENCE	ASTRONOMY			2	4				2	10		5		79	70	100
	BIOLOGY	154	16			168	16			200	20			401	442	540
	CHEMISTRY	38	4			58	4			75	5			489	337	440
	GEOLOGY	120	8			29	8			40	10			318	243	320
	MATHEMATICS/COMP.SCI	74	12			97	30			125	40			1,320	868	1,200
	PHYSICS	18				20	8			30	10			278	185	250
	PSYCHOLOGY	173	43	8	17	408	63	3	16	490	85	10	30	1,277	2,169	2,800
	ENGINEERING	246	21			56	14			115	15			683	180	375
	SUB-TOTAL	823	104	10	21	836	143	3	18	1,085	185	15	30	4,845	4,494	5,825
BUSINESS	ACCOUNTING	434	53			460	356			515	415			1,351	1,950	2,370
	ECONOMICS	65	6			196	24			235	35			1,269	1,784	2,185
	FINANCE/MANAGEMENT	225	15			295	61			350	75			1,592	2,159	2,640
	MANAGEMENT	325	97			298	102			350	125			1,143	1,712	2,105
	MARKETING	236	18			411	88			470	110			489	1,109	1,390
	MBA			54	40			91	100			180	175			
	SUB-TOTAL	1,285	189	54	40	1,660	631	91	100	1,920	760	180	175	5,844	8,714	10,690
EDUCATION	EDUCATION	77	26	11	89	66	22	17	150	75	15	25	200	839	919	1,050
	TOTAL	2,995	596	79	159	3,851	1,095	117	286	4,620	1,345	270	455	18,230	22,915	28,550

1988-89
DEPARTMENT RESEARCH ACTIVITY

	Gov't $	No. of Projects	No. of Faculty	Private $	No. of Projects	No. of Faculty	Own $ Sources	No. of Projects	No. of Faculty	Total $	Total Projects	Total Faculty
Astronony	101.0	8	4	0.0	0	0	3.0	2	2	104.0	10	6
Biology	44.0	1	1	0.0	0	0	60.8	8	8	104.8	9	9
Accounting	0.0	0	0	0.0	0	0	20.0	3	3	20.0	3	3
Finance & Management Sci.	78.5	6	7	5.0	1	1	0.0	0	0	83.5	7	8
Management	85.0	4	7	30.0	6	1	4.0	5	5	119.0	15	13
Marketing	6.0	1	3	0.0	0	0	3.0	2	3	9.0	3	6
M.B.A. Programme	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
C.M.A. Programme	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Continuing Education	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Chemistry	55.0	4	3	118.0	4	3	0.0	0	0	173.0	8	6
Asian Studies	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Atlantic Canada Studies	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Irish Studies	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Economics	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Education	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
English	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Engineering	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Geography	455.2	5	5	55.0	2	2	2.0	0	1	512.2	7	8
Geology	125.8	10	6	0.0	0	0	125.8	13	9	251.6	23	15
History	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Math. & Comp. Sci.	25.0	3	3	0.0	0	0	0.0	0	0	25.0	3	3
Modern Lang. & Classics	87.3	8	6	0.0	0	0	0.0	0	0	87.3	8	6
Internatidev. Studies	225.0	4	6	70.0	1	2	0.0	0	0	295.0	5	8
Philosophy	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Physics	15.0	1	1	3.0	1	1	0.0	0	0	18.0	2	2
Political Science	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Psychology	0.0	1	1	6.1	4	4	0.0	0	0	6.1	5	5
Religious Studies	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Sociology	54.0	3	3	203.0	2	3	20.0	6	7	277.0	11	13
Anthropology	62.0	6	2	18.0	5	1	8.0	4	2	88.0	15	5
Criminology	54.0	3	2	0.0	0	0	2.0	1	1	56.0	4	3
Canada/China Language and Cultural Programs	2,283.5	N/A	N/A	0.0	0	0	0.0	0	0	2,282.5	N/A	N/A
Gorsebrook Research Institute*	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
International Education Centre	283.9	N/A	N/A	0.0	0	0	52.5	N/A	N/A	330.4	N/A	N/A
Atlantic Centre for Research, Access and Support for Disabled Students	329.9	N/A	N/A	0.0	0	0	20.6	N/A	N/A	350.5	N/A	N/A
Gender and Development Institute	0.0	0	0	9.2	N/A	N/A	0.0	0	0	9.2	N/A	N/A
Business Development Centre	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
TOTAL	4,370.1	68	60	517.3	25	18	321.7	44	41	5,209.1	137	119

*Excludes the Survey Centre

APPENDICES

Technical University of Nova Scotia

TECHNICAL UNIVERSITY OF NOVA SCOTIA

SUMMARY OF FORM 1 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				**Personnel**			
Teaching Departments	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Architecture	1,785	17.0%	2,176	16.6%	35.5	17.6%	44.0	19.0%
Computer Science	1,033	9.9%	1,318	10.0%	16.0	7.9%	21.0	9.1%
Engineering	7,656	73.1%	9,639	73.4%	150.5	74.5%	167.0	72.0%
Total Teaching Departments	10,474	100.0%	13,133	100.0%	202.0	100.0%	232.0	100.0%

TECHNICAL UNIVERSITY OF NOVA SCOTIA

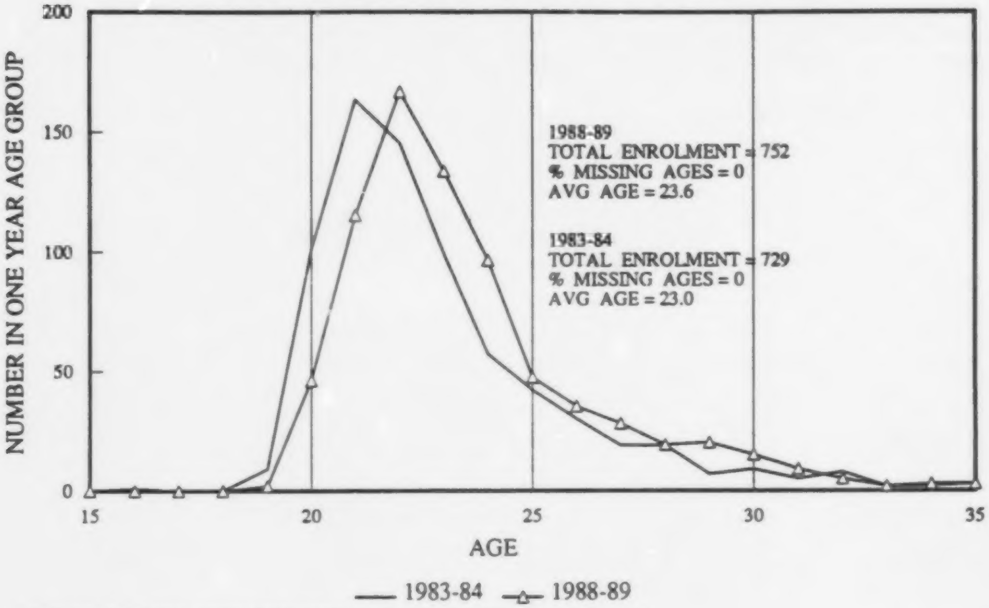
SUMMARY OF FORM 2 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				**Personnel**			
Non-teaching Department or Unit	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Non - Academic Units	2,244	73.3%	2,525	72.3%	66.0	78.6%	71.0	78.0%
Library	816	26.7%	965	27.7%	18.0	21.4%	20.0	22.0%
Total Non-teaching	3,060	100.0%	3,490	100.0%	84.0	100.0%	91.0	100.0%
Total Teaching and Non-teaching (excluding ancillaries)	13,534		16,623		286.0		323.0	

NOTE: Non-Academic Units Include Treasurer's Office, Personnel Department, Department of Physical Plant, Department of Computing & Communications Services, and Office of Research Services

TECHNICAL UNIVERSITY OF NOVA SCOTIA - AGE DISTRIBUTION

FULL-TIME UNDERGRADUATES - 1983-84 and 1988-89



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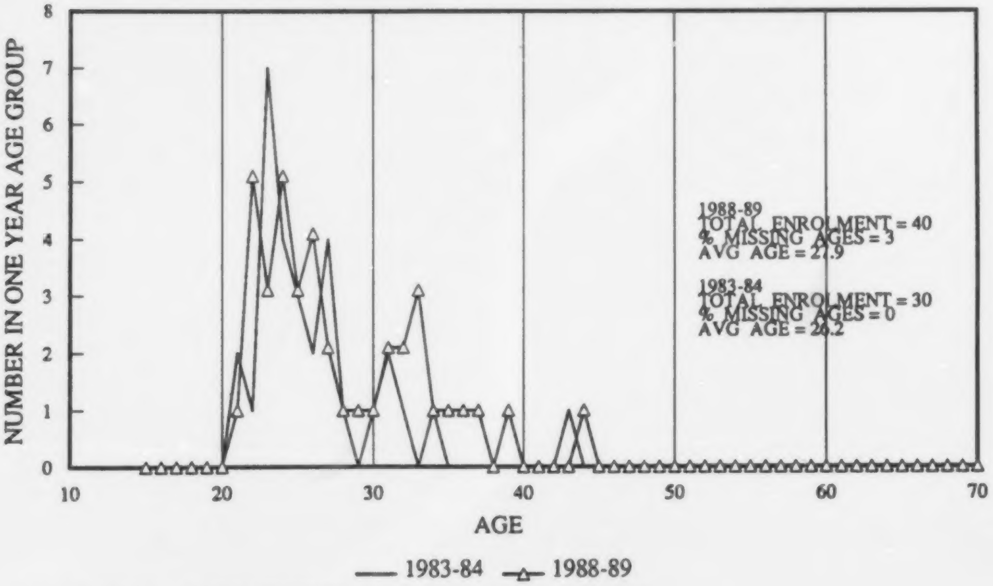
TECHNICAL UNIVERSITY OF NOVA SCOTIA - AGE DISTRIBUTION

PART-TIME UNDERGRADUATES - 1983-84 and 1988-89



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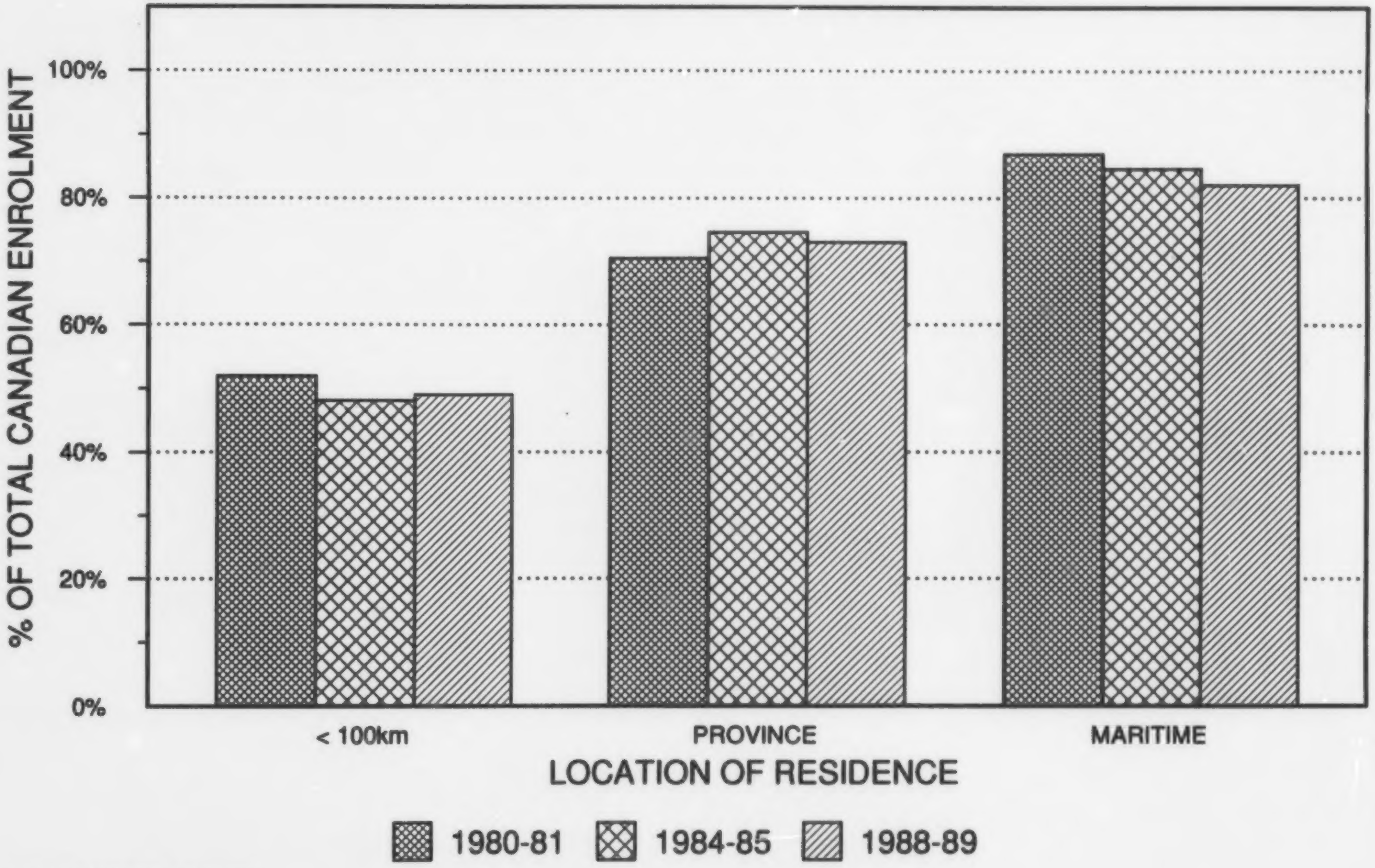
FALL PART-TIME (HEAD COUNT)

TECHNICAL UNIV OF NS - DISTANCE INDICATOR

FULL-TIME UNDERGRADS - 1980-81, 1984-85, 1988-89



CANADIAN STUDENTS

TECHNICAL UNIVERSITY OF NOVA SCOTIA - ROLE AND CAPACITY STATEMENT

RESOURCES - TEACHING DEPARTMENT

FACULTY	DEPARTMENT	STAFF RESOURCES 1988-89			STAFF RESOURCES 1993-94			BUDGET
		FT FAC	PT FAC	SUPPORT	FT FAC	PT FAC	SUPPORT	1988-89
								($000)
	ARCHITECTURE	22.0	4.0	9.5	27.0	6.0	11.0	1,785
	COMPUTER SCIENCE	11.0	2.0	3.0	13.0	4.0	4.0	1,033
	ENGINEERING	84.5	31.5	34.5	96.0	32.0	39.0	7,757
	TOTAL	117.5	37.5	47.0	136.0	42.0	54.0	10,575

TECHNICAL UNIVERSITY OF NOVA SCOTIA
ENROLMENT CHANGES

FACULTY	DEPARTMENT	ACTUAL 1983-1984				ACTUAL 1988-1989				FORECAST 1993-1994						
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		REGISTRATION		
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	1983-84	1988-89	1993-94
	ARCHITECTURE	182		11	15	99		112	10					806	921	1,160
	COMPUTER SCIENCE	29				65		32		80		40				
	ENGINEERING	686	21	135	76	616	37	171	34	750	50	250	50	4,367	3,801	5,250
	TOTAL	897	21	146	91	780	37	315	44	830	50	290	50	5,173	4,722	6,410

TECHNICAL UNIVERSITY OF NOVA SCOTIA

1988-89

DEPARTMENT RESEARCH ACTIVITY

	Gov't $	No. of Projects	No. of Faculty	Private $	No. of Projects	No. of Faculty	Own $ Sources	No. of Projects	No. of Faculty	Total $	Total Projects	Total Faculty
Agriculture	90.0	7	6	3.0	1	3	23.0	1	1	116.0	9	10
Computer Science	492.0	10	28	839.0	4	11	42.0	5	6	1,373.0	19	45
Engineering	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
TOTAL	582.0	17	34	842.0	5	14	65.0	6	7	1,489.0	28	55

APPENDICES

Université Sainte-Anne

UNIVERSITÉ SAINTE-ANNE
SUMMARY OF FORM 1 SUBMISSIONS - EXPENDITURES AND PERSONNEL

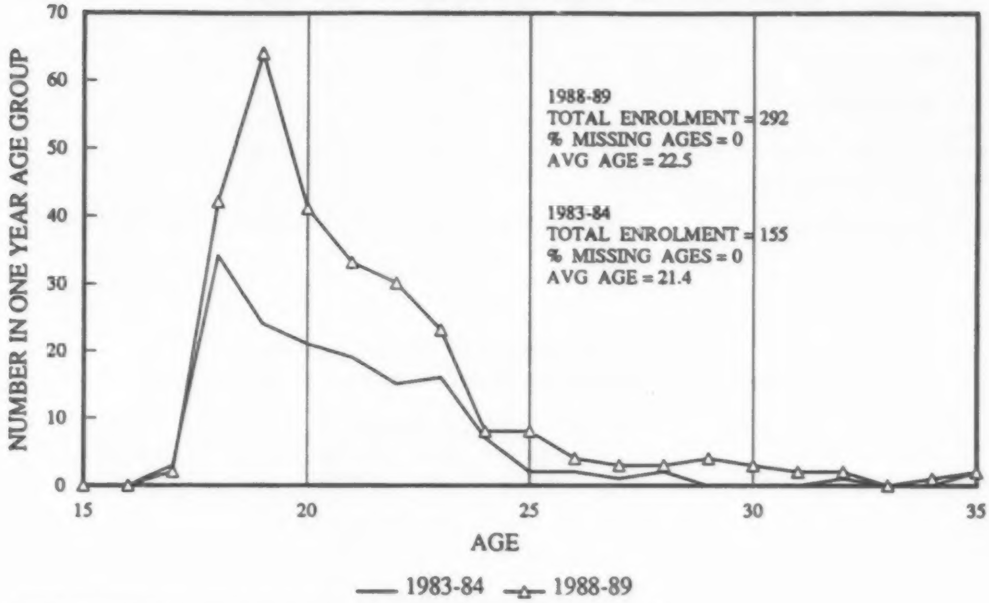
	Expenditures				Personnel			
Teaching Departments	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Études françaises	217	11.7%	346	10.8%	5.0	8.9%	7.0	8.4%
Pédagogie	143	7.7%	428	13.4%	3.0	5.4%	8.7	10.4%
Études anglaises	153	8.2%	219	6.8%	3.0	5.4%	4.0	4.8%
Sciences	153	8.2%	404	12.6%	4.0	7.1%	9.0	10.8%
Sciences administratives	213	11.5%	467	14.6%	6.0	10.7%	11.0	13.1%
Sciences humaines	203	10.9%	348	10.9%	5.0	8.9%	8.0	9.6%
Immersion française	587	31.6%	731	22.9%	23.0	41.1%	27.0	32.3%
Éducation permanente	191	10.3%	256	8.0%	7.0	12.5%	9.0	10.8%
Total Teaching Departments	1,860	100.0%	3,199	100.0%	56.0	100.0%	83.7	100.0%

UNIVERSITÉ SAINTE-ANNE
SUMMARY OF FORM 2 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				Personnel			
Non-teaching Department or Unit	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Administration-recteur et vice-recteur aux affaires	231	8.2%	350	8.4%	2.0	3.9%	5.0	6.5%
Administration-vice-recteur à l'ensignement et à l	170	6.0%	320	7.7%	2.0	3.9%	4.0	5.2%
Administration-vice-recteur à l'administration	236	8.3%	334	8.0%	5.0	9.7%	7.0	9.2%
Secteur professionnel et de métiers	378	13.3%	429	10.3%	10.0	19.4%	10.5	13.7%
Services récréatifs	309	10.9%	339	8.1%	7.0	13.6%	9.0	11.8%
Services aux étudiants	140	4.9%	244	5.9%	3.5	6.8%	5.5	7.2%
Audio-visuel	48	1.7%	99	2.4%	1.0	1.9%	2.0	2.6%
Bibliothèque	174	6.1%	399	9.6%	5.5	10.7%	9.0	11.8%
Imprimerie	63	2.2%	88	2.1%	1.0	1.9%	1.0	1.3%
Centre Acadien et Chaire d'études Acadiennes	38	1.3%	188	4.5%	1.5	2.9%	4.5	5.9%
Immeubles et services	889	31.4%	1,148	27.6%	10.0	19.4%	14.0	18.3%
Registraire	156	5.5%	225	5.4%	3.0	5.8%	5.0	6.5%
Total Non-teaching	2,832	100.0%	4,163	100.0%	51.5	100.0%	76.5	100.0%
Ancillaries								
Résidences	216		527		8.0		12.0	
Librairie	50		75		2.5		3.5	
Services alimentaires	580		967		22.0		?	
Total Ancillaries	846		1,569		32.5		15.5	
Total Teaching and Non-teaching (excluding ancillaries)	4,692		7,362		107.5		160.2	
Total All Depts Including Ancillaries	5,538		8,931		140.0		175.7	

UNIVERSITÉ SAINTE-ANNE - AGE DISTRIBUTION

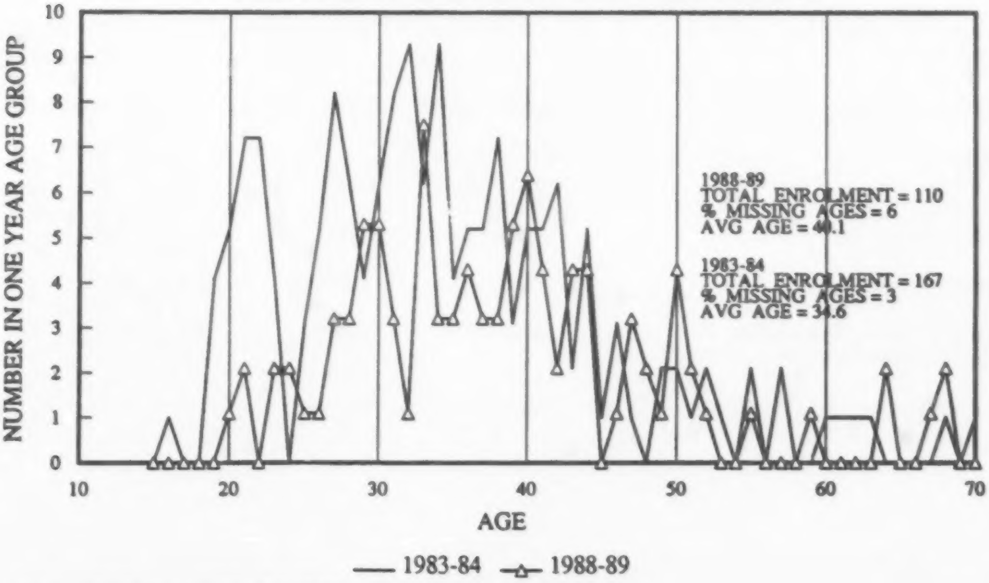
FULL-TIME UNDERGRADUATES - 1983-84 and 1988-89



CANADIAN STUDENTS ONLY - MISSING AGES HAVE BEEN DISTRIBUTED PROPORTIONATELY BY INSTITUTION

UNIVERSITÉ SAINTE-ANNE - AGE DISTRIBUTION

PART-TIME UNDERGRADUATES - 1983-84 and 1988-89

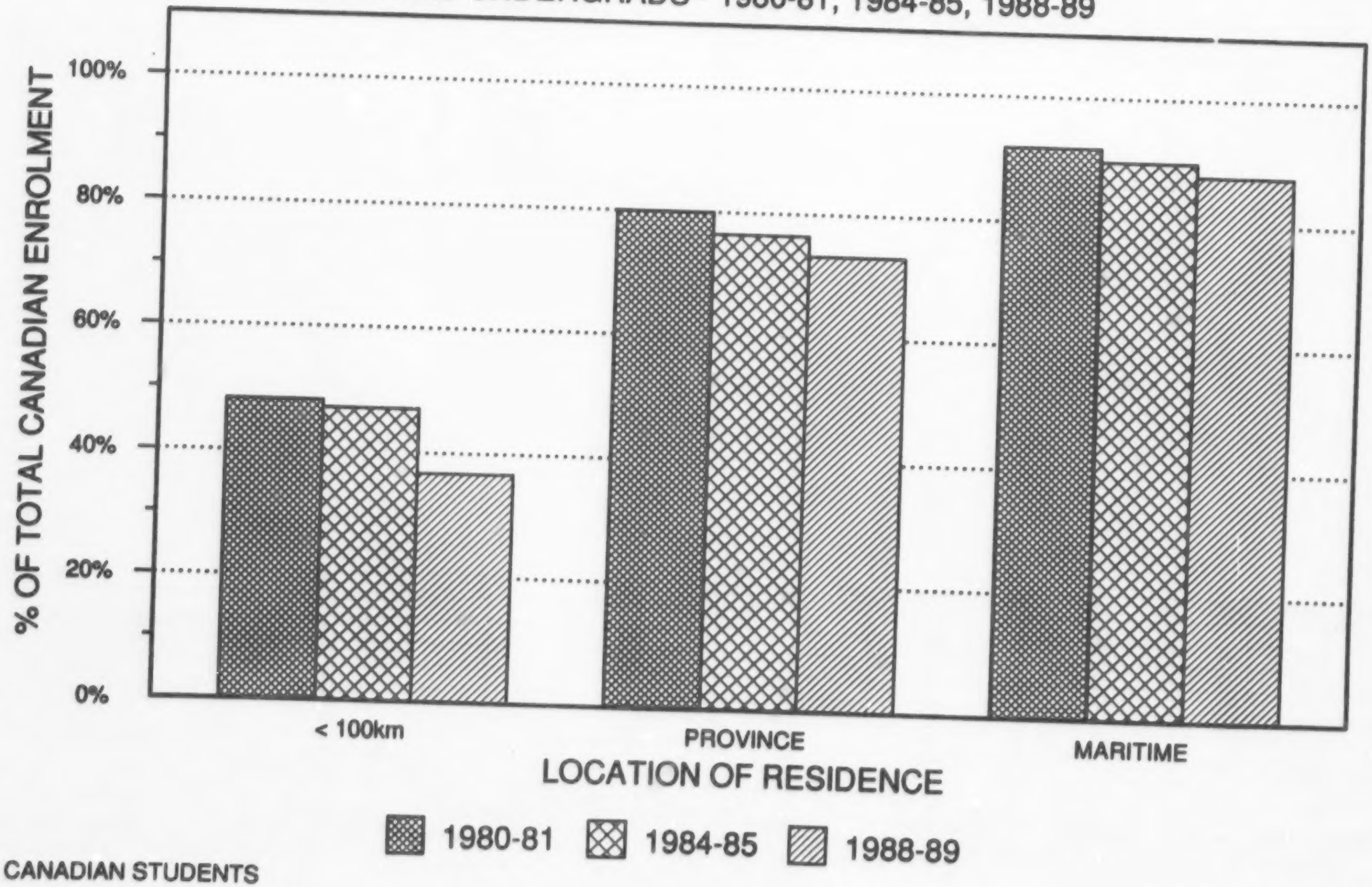


CANADIAN STUDENTS ONLY - MISSING AGES HAVE BEEN DISTRIBUTED PROPORTIONATELY BY INSTITUTION

FALL PART-TIME (HEAD COUNT)

UNIVERSITÉ SAINTE-ANNE - DISTANCE INDICATOR

FULL-TIME UNDERGRADS - 1980-81, 1984-85, 1988-89



CANADIAN STUDENTS

UNIVERSITÉ SAINTE-ANNE
ENROLMENT CHANGES

PROGRAM	DEPARTMENT	ACTUAL 1983-84				ACTUAL 1988-89				FORECAST 1993-94				REGISTRATION		
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		1983-84	1988-89	1993-94
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT			
	ÉTUDES FRANÇAISES	16				7				20				561	536	900
	PÉDAGOGIE	3				88				110				148	423	650
	ÉTUDES ANGLAISES	2				4				5				272	282	550
	SCIENCES	9				3								167	77	450
	SCIENCES ADMINIS.	55				66				100				415	517	800
	SCIENCES HUMAINES	13				13				15				181	261	450
	TOTAL	98	0	0	0	181	0	0	0	250	0	0	0	1,744	2,096	3,800

UNIVERSITÉ SAINTE-ANNE

1988-89
DEPARTMENT RESEARCH ACTIVITY

	Gov't $	No. of Projects	No. of Faculty	Private $	No. of Projects	No. of Faculty	Own $ Sources	No. of Projects	No. of Faculty	Total $	Total Projects	Total Faculty
Études francaises	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Pédagogie	0.0	0	5	0.0	0	1	0.0	0	0	0.0	0	6
Études anglaises	0.0	0	1	0.0	0	0	0.0	0	0	0.0	0	1
Sciences	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Sciences administratives	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Sciences humaines	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Immersion francaise	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Éducation permanente	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
TOTAL	0.0	0	6	0.0	0	1	0.0	0	0	0.0	0	7

APPENDICES

University College of Cape Breton

UNIVERSITY COLLEGE OF CAPE BRETON
SUMMARY OF FORM 1 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				Personnel			
Teaching Departments	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Biology	260	3.1%	429	3.3%	7.0	3.3%	8.0	2.8%
Management and Administration	595	7.1%	732	5.6%	23.0	11.0%	21.0	7.4%
Celtic Studies	47	0.6%	59	0.5%	2.0	1.0%	2.0	0.7%
Chemistry	214	2.5%	446	3.4%	5.0	2.4%	8.0	2.8%
Communication	189	2.2%	238	1.8%	6.5	3.1%	8.0	2.8%
Development Studies (BACS)	364	4.3%	761	5.8%	12.3	5.9%	22.0	7.8%
Economics	132	1.6%	228	1.8%	3.3	1.6%	5.0	1.8%
English	372	4.4%	485	3.7%	10.0	4.8%	11.0	3.9%
Engineering	99	1.2%	127	1.0%	4.0	1.9%	4.0	1.4%
Fine Arts	5	0.1%	100	0.8%	3.0	1.4%	5.0	1.8%
Folklore	14	0.2%	49	0.4%	0.3	0.2%	1.0	0.4%
French	130	1.5%	199	1.5%	5.0	2.4%	7.0	2.5%
Forestry (Proposed)		0.0%	218	1.7%		0.0%	4.0	1.4%
Geology	64	0.8%	83	0.6%	2.0	1.0%	2.0	0.7%
History	192	2.3%	264	2.0%	5.3	2.5%	6.3	2.2%
Mathematics and Computer Science	271	3.2%	350	2.7%	7.0	3.3%	8.0	2.8%
Native Studies	48	0.6%	132	1.0%	2.0	1.0%	4.0	1.4%
Nursing (Proposed)	0	0.0%	482	3.7%	0.0	0.0%	12.0	4.2%
Philosophy	248	2.9%	318	2.4%	4.5	2.1%	5.5	1.9%
Physics	147	1.7%	185	1.4%	3.5	1.7%	3.5	1.2%
Physical Education	104	1.2%	160	1.2%	2.0	1.0%	4.0	1.4%
Political Science	176	2.1%	232	1.8%	3.4	1.6%	7.0	2.5%
Psychology	525	6.2%	613	4.7%	10.3	4.9%	13.0	4.6%
Sociology and Anthropology	271	3.2%	419	3.2%	7.0	3.3%	9.0	3.2%
Theology	71	0.8%	91	0.7%	4.3	2.1%	4.3	1.5%
Business Technology	1,282	15.2%	1,908	14.7%	27.0	12.9%	36.0	12.7%
Trades Training	669	7.9%	1,042	8.0%	13.0	6.2%	16.0	5.7%
Engineering Technology	1,933	23.0%	2,662	20.5%	37.0	17.6%	46.0	16.3%
Total Teaching Departments	8,422	100.0%	13,012	100.0%	209.9	100.0%	282.7	100.0%

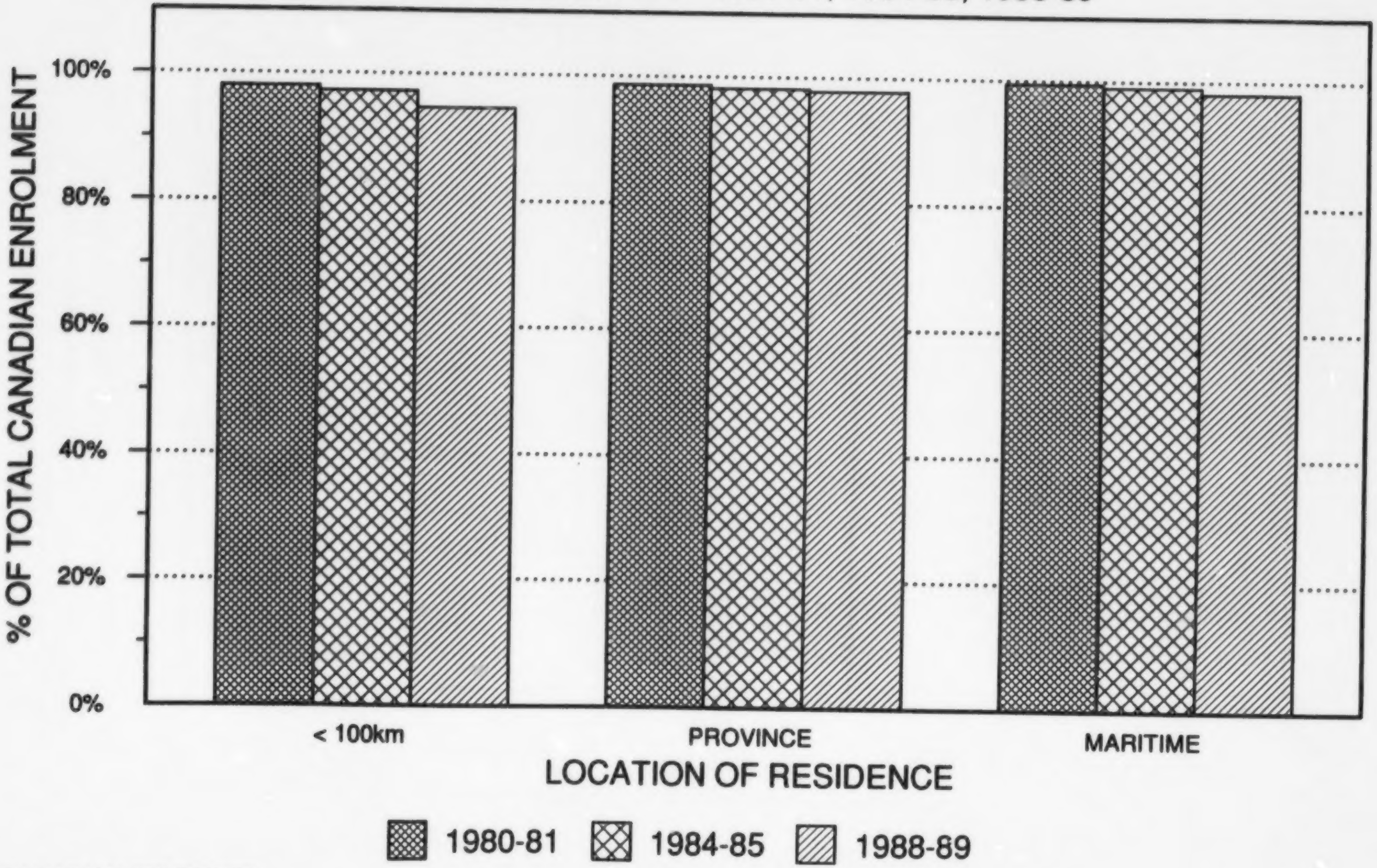
UNIVERSITY COLLEGE OF CAPE BRETON

SUMMARY OF FORM 2 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				Personnel			
Non-teaching Department or Unit	1988-89 (000's)	% of total	1993-94 (000's)	% of total	1988-89 (FTE)	% of total	1993-94 (FTE)	% of total
Vice-President Academic	215	2.8%	248	2.0%	2.0	1.3%	2.0	0.8%
Administration	410	5.3%	743	5.9%	8.5	5.7%	11.5	4.9%
Vice-President Community Services	127	1.6%	139	1.1%	2.0	1.3%	2.0	0.8%
Dean of Arts and Science	133	1.7%	208	1.7%	2.3	1.6%	3.0	1.3%
Dean of Technology and Trades	111	1.4%	125	1.0%	2.0	1.3%	2.0	0.8%
Registrar's Office	387	5.0%	619	4.9%	9.3	6.2%	14.3	6.0%
Audio/Visual	98	1.3%	169	1.3%	4.0	2.7%	6.5	2.8%
Continuing Education	533	6.8%	797	6.3%	14.0	9.3%	21.0	8.9%
General (Acc,Pr,Art Gall,Mail Rm)	1,104	14.1%	2,031	16.2%	11.5	7.7%	21.5	9.1%
Library	610	7.8%	1,182	9.4%	15.5	10.3%	25.0	10.6%
Computer Sevices	316	4.0%	590	4.7%	5.3	3.5%	9.5	4.0%
Cooperative Education Placement	182	2.3%	307	2.4%	5.0	3.3%	8.0	3.4%
Dean of Academic and Student Sevices	128	1.6%	399	3.2%	2.0	1.3%	14.0	5.9%
Student Affairs Officer	50	0.6%	64	0.5%	3.0	2.0%	6.0	2.5%
Chaplaincy	8	0.1%	30	0.2%	4.0	2.7%	5.0	2.1%
Electronic Learning Centre	30	0.4%	44	0.4%	1.0	0.7%	1.0	0.4%
Reading and Writing Development Centre	45	0.6%	59	0.5%	1.1	0.7%	0.8	0.3%
Counselling Centre	16	0.2%	193	1.5%	0.3	0.2%	4.0	1.7%
Athletics	394	5.0%	650	5.2%	9.0	6.0%	16.0	6.8%
Development and Alumni Affairs	11	0.1%	243	1.9%	2.0	1.3%	4.0	1.7%
Bras D'Or Institute	671	8.6%	843	6.7%	20.0	13.3%	20.0	8.5%
Centre for International Studies	21	0.3%	86	0.7%	0.0	0.0%	1.5	0.6%
Tompkins Institute	45	0.6%	108	0.9%	1.0	0.7%	2.0	0.8%
Sports Medicine Centre	36	0.5%	73	0.6%	1.6	1.1%	2.6	1.1%
Centre for Occupational Health and Safety	132	1.7%	238	1.9%	2.0	1.3%	4.0	1.7%
Property Management	1,774	22.7%	2,099	16.7%	15.5	10.3%	21.5	9.1%
Beaton Institute	222	2.8%	274	2.2%	6.0	4.0%	7.0	3.0%
Total Non-teaching	7,809	100.0%	12,561	100.0%	149.9	100.0%	235.6	100.0%
Total Teaching and Non-teaching (excluding ancillaries)	16,231		25,573		359.8		518.3	
Total All Depts Including Ancillaries	16,231		25,573		359.8		518.3	

UNIV COLLEGE OF CAPE BRETON - DISTANCE INDICATOR

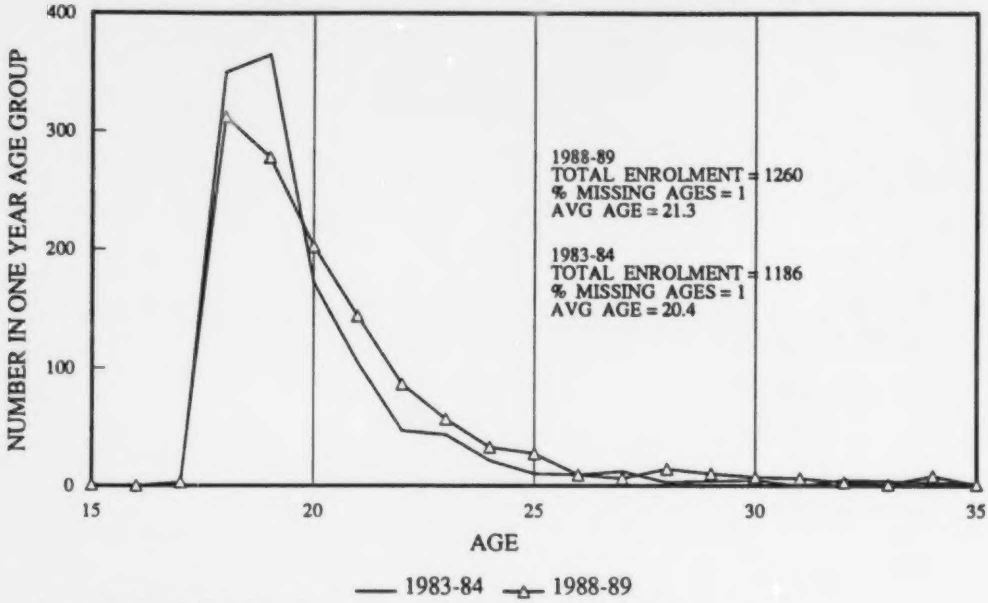
FULL-TIME UNDERGRADS - 1980-81, 1984-85, 1988-89



CANADIAN STUDENTS

UNIV COLLEGE OF CAPE BRETON - AGE DISTRIBUTION

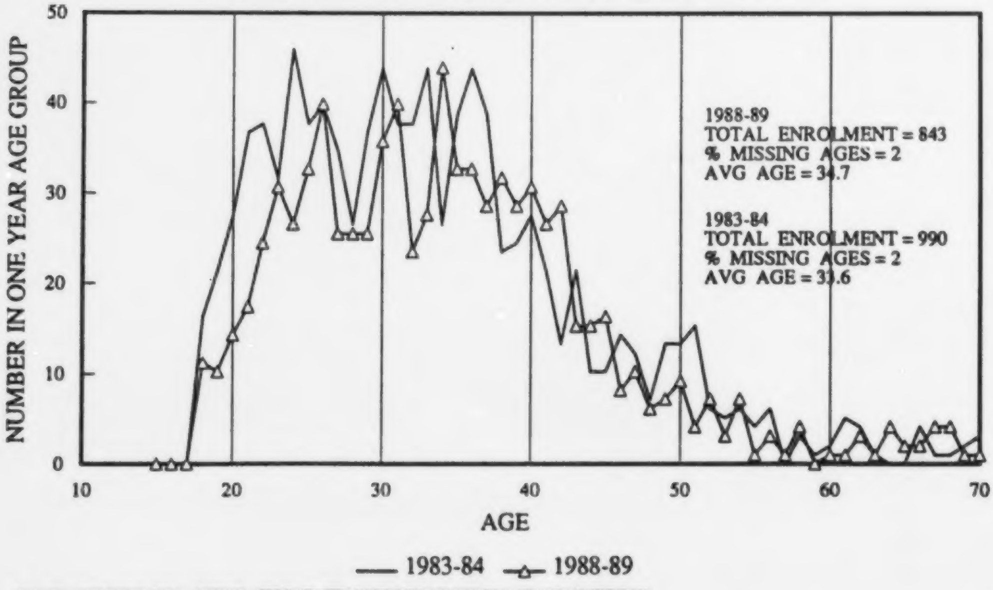
FULL-TIME UNDERGRADUATES - 1983-84 and 1988-89



CANADIAN STUDENTS ONLY - MISSING AGES HAVE BEEN DISTRIBUTED PROPORTIONATELY BY INSTITUTION

UNIV COLLEGE OF CAPE BRETON - AGE DISTRIBUTION

PART-TIME UNDERGRADUATES - 1983-84 and 1988-89



CANADIAN STUDENTS ONLY - MISSING AGES HAVE BEEN DISTRIBUTED PROPORTIONATELY BY INSTITUTION

FALL PART-TIME (HEAD COUNT)

UNIVERSITY COLLEGE OF CAPE BRETON ROLE AND CAPACITY STATEMENT

RESOURCES - TEACHING DEPARTMENTS

FACULTY	DEPARTMENT	STAFF RESOURCES 1988-89			STAFF RESOURCES 1993-94			BUDGET
		FT FAC	PT FAC	SUPPORT	FT FAC	PT FAC	SUPPORT	1988-89
								($000)
ARTS	CELTIC	1.0		0.3	1.0		0.3	47
	FINE ARTS		3.0		2.0	1.0	1.0	5
	FOLKLORE	0.3			1.0			14
	NATIVE STUDIES		1.0	1.0	2.0	1.0	1.0	48
	HISTORY	3.3	1.0	0.3	4.3	1.0	0.3	192
	PHILOSOPHY	3.5		0.3	4.5		0.3	248
	THEOLOGY	1.3	2.0	0.3	1.3	2.0	0.3	71
	ENGLISH	6.0	3.0	0.5	7.0	3.0	1.0	372
	FRENCH	2.0	2.0	0.5	3.0	3.0	0.5	130
	COMMUNICATION	4.5		2.0	5.0	1.0	2.0	189
	ECONOMICS	2.3		0.5	4.0		0.5	131
	POLITICAL SCIENCE	2.3	0.1	0.5	3.0	3.0	0.5	176
	SOCIOLOGY/ANTHRO	5.0	1.0	0.5	7.0	1.0	1.0	271
	COMMUNITY STUDIES	6.3	3.0	3.0	15.0	3.0	4.0	364
	SUB-TOTAL	38.0	16.1	9.5	60.2	19.0	12.5	2,258
SCIENCE	BIOLGY	4.0		2.5	5.0		3.0	260
	CHEMISTRY	3.0		1.5	5.0		2.5	214
	ENGINEERING	2.0	1.0	0.5	2.0	1.0	0.5	99
	GEOLOGY	1.0		0.5	1.0	0.0	0.5	64
	MATHEMATICS/COMP.SCI	5.0		1.5	6.0		1.5	271
	PSTCHOLOGY	8.3	1.0	0.5	9.0	3.0	1.0	525
	PHYSICS	1.5		1.5	1.5		1.5	147
	SUB-TOTAL	24.8	2.0	8.5	29.5	4.0	10.5	1,580
BUSINESS	MANAGEMENT/ADMIN	11.0	10.0	2.0	13.0	6.0	2.0	595
	TOTAL	73.8	28.1	20.0	102.7	29.0	25.0	4,433

UNIVERSITY COLLEGE OF CAPE BRETON
ENROLMENT CHANGES

FACULTY	DEPARTMENT	ACTUAL 1983-1984				ACTUAL 1988-1989				FORECAST 1993-1994						
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		REGISTRATION		
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	1983-84	1988-89	1993-94
ARTS	CELTIC													22	22	40
	FINE ARTS													63	66	130
	FOLKLORE													22	11	30
	NATIVE STUDIES													0	37	150
	HISTORY	38	51			33	47			45	40			325	335	500
	PHILOSOPHY	16	18			9	11			20	12			285	194	275
	THEOLOGY	12	15			5	7			10	10			124	56	100
	ENGLISH	105	130			112	95			130	80			606	633	825
	FRENCH	12	15			10	15			20	20			152	154	210
	COMMUNICATIONS	25	23			49	30			75	40			160	276	450
	ECONOMICS	12	13			8	8			12	8			385	233	400
	POLITICAL SCIENCE	38	39			30	29			33	25			278	276	430
	SOCIOLOGY/ANTHRO	75	90			67	75			80	50			667	570	900
	COMMUNITY STUDIES	176				268	40			590	165			266	422	1,275
	SUB-TOTAL	509	394	0	0	591	357	0	0	1,015	450	0	0	3,355	3,285	5,715
SCIENCE	BIOLOGY	58				84	6			115	10			215	336	450
	CHEMISTRY	79				70	14			100	10			229	283	400
	ENGINEERING	80				76				90				172	145	190
	GEOLOGY	3				2				5				44	20	40
	MATHEMATICS/COMP.SCI	43				19				40				484	310	500
	PSYCHOLOGY	140	175			120	110			130	100			1,043	1,061	1,200
	PHYSICS	7				3				6				116	74	100
	SUB-TOTAL	410	175	0	0	374	130	0	0	486	120	0	0	2,303	2,249	2,880
COMMERCE	MANAGEMENT/ADMIN	257	412			294	416			320	450		60			
	TOTAL	1,176	981	0	0	1,259	903	0	0	1,821	1,020	0	60	5,658	5,534	8,595

UNIVERSITY COLLEGE OF CAPE BRETON

1988-89
DEPARTMENT RESEARCH ACTIVITY

	Gov't $	No. of Projects	No. of Faculty	Private $	No. of Projects	No. of Faculty	Own $ Sources	No. of Projects	No. of Faculty	Total $	Total Projects	Total Faculty
ARTS												
Celtic Studies	0.0	0	0	1.2	1	1	0.0	0	0	1.2	1	1
Fine Arts	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Folklore	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Native Studies	2.0	1	1	0.0	0	0	0.0	0	0	2.0	1	1
History	0.0	0	0	0.0	0	0	2.5	2	2	2.5	2	2
Philosophy	5.0	3	2	0.0	0	0	0.0	0	0	5.0	3	2
Theology	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
English	0.0	0	0	0.0	0	0	2.0	1	1	2.0	1	1
French	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Communication	3.0	1	1	0.0	0	0	1.0	1	1	4.0	2	2
Economics	0.0	0	0	0.0	0	0	5.0	2	1	5.0	2	1
Political Science	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Sociology/Anthropology	0.0	0	0	0.0	0	0	3.5	3	3	3.5	3	3
Community Studies												
Arts Sub												
Development Studies	5.0	2	2	0.0	0	0	0.0	0	0	5.0	2	2
SCIENCE												
Biology	6.0	1	1	0.0	0	0	5.0	2	2	11.0	3	3
Chemistry	10.0	1	1	0.0	0	0	9.0	3	3	19.0	4	4
Engineering	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Geology	15.0	1	1	0.0	0	0	4.0	1	1	19.0	2	2
Math/Comp	0.0	0	0	0.0	0	0	2.0	1	1	2.0	1	1
Psychology	6.0	3	3	0.0	0	0	3.0	3	3	9.0	6	6
Physics	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Scisub												
Physical Education	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Man/Admin	2.0	1	1	0.0	0	0	0.0	0	0	2.0	1	1
Business Technology	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Engineering Technology	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
Trades Training	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0
TOTAL	54.0	14	13	1.2	1	1	37.0	19	18	92.2	34	32

APPENDICES

University of King's College

UNIVERSITY OF KING'S COLLEGE
SUMMARY OF FORM 1 SUBMISSIONS - EXPENDITURES AND PERSONNEL

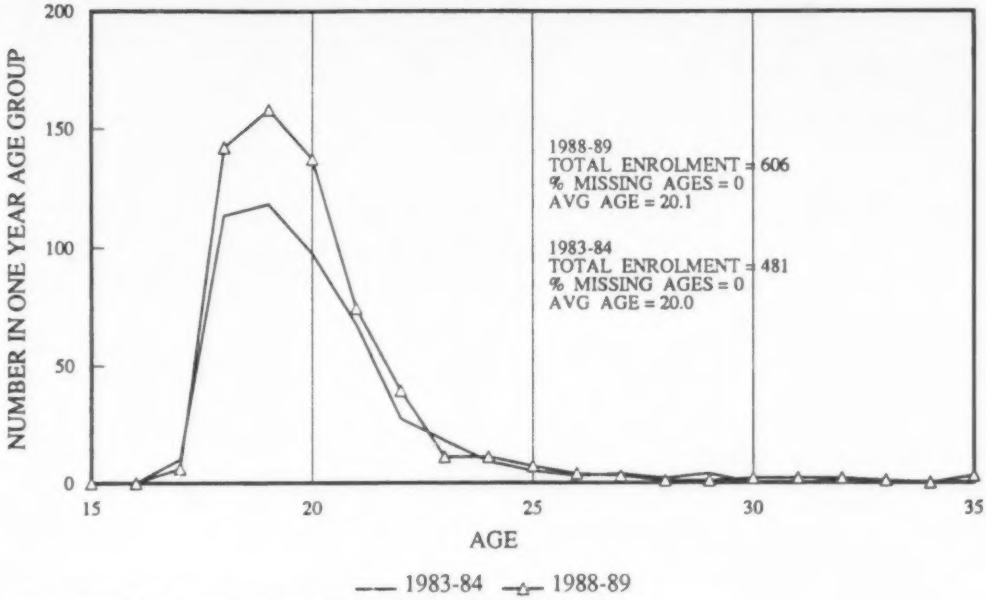
	Expenditures				**Personnel**			
Teaching Departments	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Arts and Science	590	49.1%	652	42.6%	10.0	39.4%	11.0	30.3%
Foundation Year Programme	284	23.6%	304	19.8%	7.4	29.0%	7.8	21.4%
Journalism	328	27.3%	412	26.9%	8.0	31.6%	10.5	29.0%
Contemporary Studies	0	0.0%	164	10.7%	0.0	0.0%	7.0	19.3%
Total Teaching Departments	1,202	100.0%	1,532	100.0%	25.4	100.0%	36.3	100.0%

UNIVERSITY OF KING'S COLLEGE
SUMMARY OF FORM 2 SUBMISSIONS - EXPENDITURES AND PERSONNEL

	Expenditures				**Personnel**			
Non-teaching Department or Unit	**1988-89 (000's)**	**% of total**	**1993-94 (000's)**	**% of total**	**1988-89 (FTE)**	**% of total**	**1993-94 (FTE)**	**% of total**
Administration (Pres./VP/Reg/Bursar)	476	18.4%	545	18.9%	11.0	66.7%	12.0	63.2%
Alumin/Development/Pub.Relations	90	3.5%	129	4.5%	1.0	6.1%	2.0	10.5%
Library	148	5.7%	178	6.2%	4.5	27.3%	5.0	26.3%
Contractual Agreement-A.S.T.	100	3.9%	100	3.5%	0.0	0.0%	0.0	0.0%
Contractual Agreement-Dalhousie Univ.	1,500	58.0%	1,700	59.1%	0.0	0.0%	0.0	0.0%
Scholarships (and Debt Charges)	270	10.4%	225	7.8%	0.0	0.0%	0.0	0.0%
Total Non-teaching	2,584	100.0%	2,877	100.0%	16.5	100.0%	19.0	100.0%
Ancillary and Indirect Costs	1,084		1150		6.0		6.0	
Total Teaching and Non-teaching (excluding ancillaries)	3,786		4,409		41.9		55.3	
Total All Depts Including Ancillaries	4,870		5,559		47.9		61.3	

UNIVERSITY OF KING'S COLLEGE - AGE DISTRIBUTION

FULL-TIME UNDERGRADUATES - 1983-84 and 1988-89



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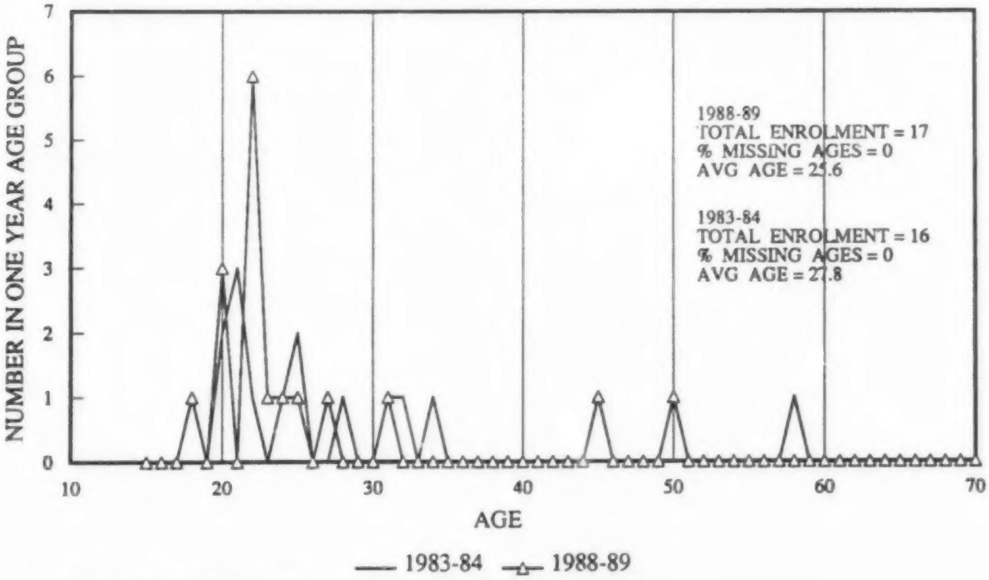
PART-TIME UNDERGRADUATES - 1983-84 and 1988-89



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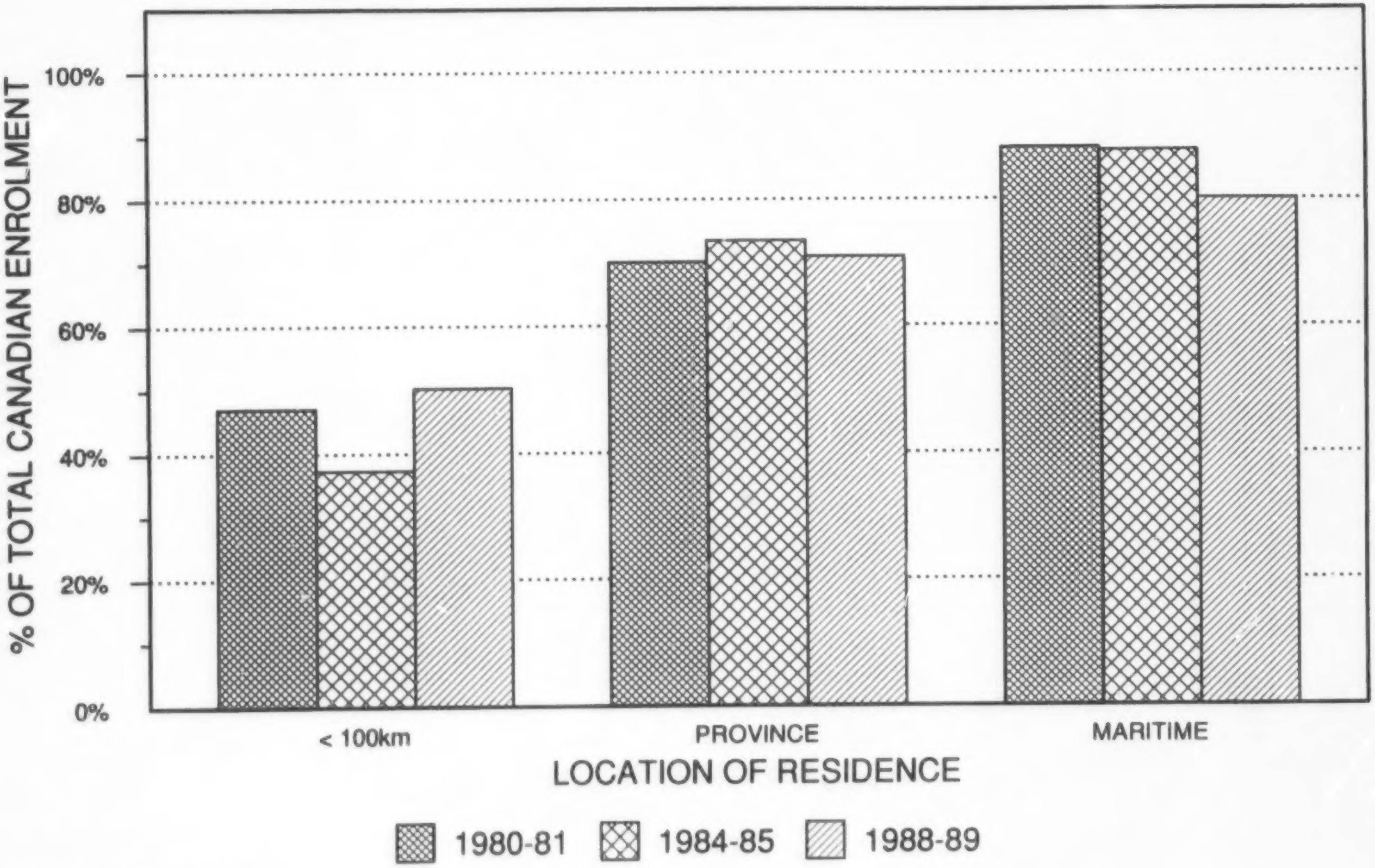
FALL PART-TIME (HEAD COUNT)

UNIV OF KING'S COLLEGE - DISTANCE INDICATOR

FULL-TIME UNDERGRADS - 1980-81, 1984-85, 1988-89



CANADIAN STUDENTS

UNIVERSITY OF KING'S COLLEGE - ROLE AND CAPACITY STATEMENT

RESOURCES - TEACHING DEPARTMENTS

FACULTY	DEPARTMENT	STAFF RESOURCES 1988-89			STAFF RESOURCES 1993-94			BUDGET
		FT FAC	PT FAC	SUPPORT	FT FAC	PT FAC	SUPPORT	1988-89
								($000)
ARTS								
	JOINT FACULTY	10.0			11.0			590
	JOURNALISM	4.0	2.0	2.0	5.0	2.5	3.0	327
FOUNDATION YEAR		2.2	4.4	0.8	3.0	4.0	0.8	284
CONTEMPORARY STUDIES					3.0	4.0		
	TOTAL	16.2	6.4	2.8	22.0	10.5	3.8	1,201

UNIVERSITY OF KING'S COLLEGE
ENROLMENT CHANGES

FACULTY	DEPARTMENT	ACTUAL 1983-1984				ACTUAL 1988-1989				FORECAST 1993-1994						
		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		UNDERGRAD		GRADUATE		REGISTRATION		
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	1983-84	1988-89	1993-94
ARTS	JOINT FACULTY	214	14			301	68			388	10					
	JOURNALISM	104				119				130						
FOUNDATION YEAR		126				173				200						
CONTEMPORARY STUDIES										68						
	TOTAL	444	14	0	0	593	68	0	0	786	10	0	0	0	0	0